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ABSTRACT

During the past decade there have been considerable efforts to reform the American public school system. This survey, based on 15-minute telephone interviews with a nationally representative sample of 1,011 public school teachers in the United States, duplicates the sampling and interviewing process used in a similar study in 1984 and 1985. In addition to an analysis of this year's findings, the survey looks at how teachers' views and experiences have changed in the past decade. The topics addressed in five chapters include: (1) American teachers' job satisfaction; (2) quality of public schools; (3) strengthening the profession; (4) reasons for teachers considering leaving teaching; (5) reasons why teachers stay; and (6) a demographic profile of the American teacher. Findings reveal many significant changes in the teaching profession in the past ten years. Although many teachers still believe they lack support from parents and community members, their outlook has changed considerably with regard to personal satisfaction with their career choice, and their pay has steadily improved. However, teachers are still confronted with many of the same societal problems they faced a decade ago, such as inadequate public funding and a lack of parental and community support. Additional problems identified include overcrowded classrooms, alcohol consumption among teens, and the level of violence in and around public schools. Findings also suggest that teachers' opinions and experiences are not uniform. Teachers in suburban and rural areas have generally seen improvements in their work environments and the recognition they receive, improved public and parental support, and a decline in the number of students lacking basic skills, teenage suicides, and student absenteeism. Urban teachers have seen their conditions worsen, and are less likely to say they feel respected and recognized for good performance, and are also less positive in their assessment of the curriculum in their schools, academic standards, and the level of funding their schools receive. Data are presented in data tables. A detailed survey methodology is provided in Appendix A; the questionnaire showing marginal frequencies for all questions appears in Appendix B. (ND)

The Metropolitan Life Survey of

THE AMERICAN TEACHER 1984-1995

Old Problems, New Challenges

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Surveys in this Series

This report is the 15th in a series of surveys that explores teachers' opinions and brings them to the attention of the American public and policy makers.

- *The Metropolitan Life Survey of the American Teacher, 1984* analyzes attitudes of elementary and secondary school teachers toward both public education in the United States and educational reform. (Out of print)
- *The Metropolitan Life Survey of the American Teacher, 1985: Strengthening the Profession* examines teachers' own agenda for educational reform. (Out of print)
- *The Metropolitan Life Survey of the American Teacher, 1986: Restructuring the Teaching Profession* explores the current structure of the teaching profession and ways to restructure it. (Executive summary available)
- *The Metropolitan Life Survey of Former Teachers in America, 1986* reflects the views of those who left the teaching profession for other occupations. (Out of print)
- *The Metropolitan Life Survey of the American Teacher, 1987: Strengthening Links Between Home and School* includes the views of parents of America's schoolchildren and reveals how parents and teachers are united in their commitment to educating America's youth. (Out of print)
- *The Metropolitan Life Survey of the American Teacher, 1988: Strengthening the Relationship Between Teachers and Students* includes the views of students in grades 4-12, and also focuses on minority teachers' satisfaction with teaching and ways to increase their participation in the profession. (Executive summary available)
- *The Metropolitan Life Survey of the American Teacher, 1989: Preparing Schools for the 1990s* looks back at the changes in education through the 1980s and looks ahead to the changes teachers say would improve education.
- *The Metropolitan Life Survey of the American Teacher, 1990, New Teachers: Expectations and Ideals—Part I Entering the Classroom* examines the views of first-time teachers entering the classroom in the fall of 1990.
- *The Metropolitan Life Survey of the American Teacher, 1991, The First Year: New Teachers Expectations and Ideals* returns to the cohort of new teachers who entered the classroom in the fall of 1990 and gauges their attitudes as they conclude their first year in the classroom.
- *The Metropolitan Life Survey of the American Teacher, 1992, The Second Year: New Teachers' Expectations and Ideals* revisits the new teachers after completing two years of teaching in America's classrooms.
- *The Metropolitan Life Survey of the American Teacher, 1993, Teachers Respond to President Clinton's Education Proposals* provides valuable insight into what teachers believe needs to be done to make our schools safe and productive places for learning.
- *The Metropolitan Life Survey of the American Teacher, 1993, Violence in America's Public Schools* illustrates the concerns of teachers, students and law enforcement officers across the country, about the increasing violence and fears of violence in their schools.
- *The Metropolitan Life Survey of the American Teacher, 1994, Violence in America's Public Schools: The Family Perspective* examines the contrasting views of parents and students about what goes on in and around the school building.

(Continued on inside back cover)

The Metropolitan Life Survey of

THE
AMERICAN
TEACHER
1984-1995

Old Problems, New Challenges

Conducted for
Metropolitan Life Insurance Company
by
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FOREWORD FROM METLIFE

"If we as a nation truly want public education, we must pay more attention to the needs and concerns of our teachers. They must be an integral part of any effort to attain a higher level of educational excellence." This was part of MetLife's foreword in the first American teacher survey. For 12 years, and 15 surveys, we have stayed with our commitment to listen to teachers on matters that concern their students and profession.

The Metropolitan Life Survey of the American Teacher, 1984-1995: Old Problems, New Challenges revisits concerns addressed by our first survey, in an attempt to find out whether the educational system has changed after years of intensive reform efforts. In 1985, teachers who had considered leaving the profession most often cited their satisfaction in seeing children grow (63%) and love of teaching (39%) as their reasons for staying in teaching. Today, these reasons are still cited most often, but by significantly smaller percentages — 40% and 29% respectively. Are teachers' views different from those in 1984? Has the classroom or school building undergone the change that many had hoped for? How much progress have we as a nation made? Clearly, this survey does not have all the answers. It does, however, underscore the significance of reaching out to teachers, students and parents for their leadership in meeting the challenge of improving our schools.

MetLife acknowledges Louis Harris and Associates for its faithful commitment to *The Metropolitan Life Survey of the American Teacher* for the past 12 years.

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INTRODUCTION

This is the latest in a series of surveys sponsored by MetLife that focuses on the experiences and opinions of the American teacher. It represents a sustained program of research designed to bring teachers' opinions to the attention of the education community and the American public. This is the fifteenth survey in the series, and year twelve of a long-standing partnership between MetLife and Louis Harris and Associates, Inc.

In part, the *Survey of the American Teacher, 1984-1995: Old Problems, New Challenges* revisits ideas and concerns addressed a decade ago in the earliest MetLife Surveys of the American Teacher. In its simplest terms the survey asks, "How has the educational system changed after ten years of heightened public attention and concern?" During the past decade there have been considerable efforts to reform the American public school system. Although it appears to have improved in some regards, the system as a whole does not seem to have progressed and teachers today face many new problems and challenges.

The survey looks at relatively new concerns like the growth of violence in schools, and at long-standing issues like funding and efforts to strengthen the profession. In addition to an analysis of this year's findings, the survey looks at how teachers' views and experiences have changed in the past decade. The topics addressed include:

- An overall evaluation of American public schools.
- Satisfaction with teaching, and the factors that contribute to teachers' level of satisfaction with their profession.
- Problems teachers encounter in school such as overcrowding, absenteeism, drug abuse and a lack of basic skills.
- An assessment of policy options designed to improve the educational system and the teaching profession.
- Teachers' assessments of teaching compared to other occupations they may have considered.
- A demographic profile of the American teacher.

Survey Method

The survey is based on 15-minute telephone interviews with a nationally representative sample of 1,011 public school teachers. All interviewing was completed between May 4 and June 11, 1995. This year's sampling and interviewing processes duplicate the methods used in the 1984 and 1985 studies. A detailed survey methodology is provided in Appendix A. The questionnaire showing marginal frequencies for all questions, in percent terms, appears in Appendix B.

Comparability of Trend Data

This year's sampling and interviewing processes duplicate the methods used in *The American Teacher 1984*, *The American Teacher 1985: Strengthening the Profession*, and *The American Teacher 1989: Preparing Schools for the 1990s*. For the purposes of this report, all references to changes that have occurred in teaching over the past decade refer to the findings in the 1984 and 1985 reports.

Notes on Reading Tables

An asterisk (*) on a table signifies a value of less than one-half percent (0.5%). A dash (-) represents a value of zero. Percentages may not always add up to 100% because of computer rounding or the acceptance of multiple answers from respondents. The base for each question is the total number of respondents answering that question.

Public Release of Survey Findings

All Louis Harris and Associates, Inc. surveys are designed to adhere to the code of standards of the Council of American Survey Research Organizations (CASRO) and the code of the National Council of Public Polls (NCPP). Because data from the survey may be released to the public, any release must stipulate that the complete report is also available.

Project Responsibility and Acknowledgements

The Harris team responsible for the design and analysis of the questionnaire was Robert Leitman, Executive Vice President, Katherine Binns, Senior Vice President, and Ann Duffett, Research Director. Louis Harris and Associates gratefully acknowledges the contributions to this project of our colleagues at MetLife.

Louis Harris and Associates, Inc. is responsible for the final determination of the topics, question wording, collection of the actual data, and analysis and interpretation in the report.

EXECUTIVE SUMMARY

America's public school teachers report many significant changes in their profession since the first Metropolitan Life Survey of the American Teacher was conducted in 1984 — some for the better and some making things worse. More than a decade ago, the great majority of American teachers felt beleaguered by a lack of respect and inadequate financial support. Although many teachers still believe they lack support from parents and community members, their outlook has changed considerably with regard to personal satisfaction with their career choice, and their pay has steadily improved. Teachers are nearly twice as likely today as they were in 1984 to say their jobs permit them to earn a decent salary. Yearly increases during the past decade have been relatively consistent; this is fairly unique, as many other professional groups experienced sizable increases in the late 1980s, which have leveled off in the 1990s¹.

Many teachers believe aspects of the public school system have improved considerably over the past ten years. For example, where only one-fourth of teachers believed their own schools had excellent academic standards a decade ago, fully two in five assess their schools' academic standards as excellent in 1995. Today, a majority believe the quality of the teachers in their schools is excellent; in 1984, only two in five teachers felt this way about their colleagues.

However, teachers are still confronted with many of the same societal problems they faced a decade ago, such as inadequate public funding and a lack of parental and community support. Many teachers believe that overcrowded classrooms and alcohol consumption among teens are more serious problems today than they were in 1984. They are also concerned about the level of violence in and around public schools and about the numbers of students carrying weapons to school; two in five and one in four teachers, respectively, say these are at least somewhat serious problems.

It is also important to note that teachers' opinions and experiences are *not* uniform. Unfortunately, while teachers in suburban and rural schools have generally seen improvements in their work environments and in the recognition they receive, the same *cannot* be said for urban public school teachers. While rural and suburban teachers generally believe they have seen a decline in the number of students lacking basic skills, in the number of teenage suicides, and in student absenteeism, urban teachers believe these problems have *worsened*. Urban teachers are least likely to say they feel respected in today's society, recognized for good performance or rewarded with decent salaries. They are also less positive in their assessment of the curriculum in their schools, academic standards and the level of funding their schools receive. While suburban and rural teachers believe that public and parental support for their schools has improved somewhat in the past decade, urban teachers believe it has *declined* considerably. As such, it is not surprising that urban teachers are more often dissatisfied with their careers.

¹Bureau of Labor Statistics from Census Bureau data

But even with these continuing challenges the overwhelming majority of teachers in all communities remain committed to their profession, because they value working with children and they love to teach. Overall, teachers today express a great deal more personal satisfaction with their jobs, and they are much more likely to say they would recommend teaching as a profession. This level of commitment is reflected in the teacher population itself; in 1984 one in four teachers had at least twenty years experience and in 1995 this proportion has increased to more than two in five teachers.

But these shifts also reflect the past decade's larger economic and societal changes. It is not entirely surprising to see teachers preferring to remain in an environment they believe is secure and rewarding at the end of a decade that has been marked by economic recession, growing uncertainty in the private sector and the advent of corporate downsizing. As a result, not only are today's teachers more experienced, they are also older and less likely to consider leaving teaching for other career opportunities. What remains to be seen is whether or not the quality of education will be affected — positively or negatively — by this new environment and the ever-growing established population of older, more experienced teachers.

The Major Findings

I. Satisfaction With the Teaching Profession

1. *Overall, teachers today express a great deal more personal satisfaction with their jobs than they did eleven years ago, and they are much more likely to say they would recommend teaching as a profession.*
 - In 1985, 44% of teachers were very satisfied with their career choice; in 1995, the percentage has increased to 54%.
 - Today, fully two-thirds of teachers would recommend a career in teaching to a young person, in 1984 only two in five teachers would have given that recommendation. This is equally true for teachers across the nation, regardless of their school location — urban, suburban or rural.
2. *Teachers are nearly twice as likely today as they were in 1984 to say their jobs permit them to earn a decent salary and they are more likely to say they feel recognized for good performance.*
 - Three in five teachers agree either strongly (17%) or somewhat (46%) that their jobs allow them the opportunity to earn decent salaries. In 1984, only 8% agreed strongly and 29% somewhat.
 - More teachers today (77%) than in 1984 (70%) agree they are usually recognized for good performance.

3. *However, these improvements are not equally common. Urban teachers in particular are less likely to believe they are recognized for good performance; 72% say this compared to 82% of suburban and 79% of rural teachers.*

■ Although urban teachers, like their rural and suburban peers, are more satisfied with their careers than they were eleven years ago, they still lag behind their peers. Majorities of teachers in rural (58%), small town (55%) and suburban (57%) schools are very satisfied with teaching. By contrast, fewer inner city (49%) and other urban teachers (46%) are equally satisfied.

4. *When asked why they enjoy their profession, teachers most often mention the young people they work with and, as in 1984, teachers overwhelmingly agree with the statement, "I love to teach". This is true for teachers in urban as well as suburban and rural schools.*

■ Teachers are most likely to mention their students when asked their reasons for staying in teaching. Teachers' comments about their pupils include:

- Seeing children develop, learn and succeed (31%)
- Enjoying working with children (25%)
- The interaction with students (15%)
- Making a difference in a child's life (8%)

5. *Teachers are remaining in the profession longer than they did in the past; in 1995, 45% of teachers say they have at least 20 or more years' experience, compared to 27% in the 1984 survey.*

6. *Although they remain committed and are more satisfied with their profession, teachers are only somewhat more likely to feel respected in today's society than they were in 1984 (53% vs. 47%).*

7. *Although a majority of teachers, nationwide, believe that parental and community support for their schools is excellent or good, there are significant differences between teachers in urban, suburban and rural schools.*

- Urban school teachers believe that public support has worsened in the past decade; from 53% saying excellent or good in 1984 to 37% in 1995.
- Suburban and rural teachers have seen improvements during that period; from 55% in 1984 — for both groups — to 75% and 63% saying excellent or good today.

II. Teachers' Views on the Quality of Education

1. *Today, many more teachers believe the teachers, academic standards and general curriculum in their schools are of excellent quality.*

- 69% of teachers today believe the quality of teachers in their schools is either excellent or good — over half (55%) say excellent, compared to just 37% in 1984.

- 97% give high ratings for academic standards — 40% say excellent and 45% good. Excellent ratings have increased substantially since 1984, from 26% to 40%.
 - The positive ratings for school curriculum have improved from one in four (25%) saying excellent in 1984 to one in three (32%) in 1995.
 - However, urban teachers are not as optimistic as their peers in other schools; 77% of urban teachers rate their school curriculum excellent or good vs. 86% of suburban and 88% of rural teachers.
2. *Teachers are more likely to give negative ratings when asked about the availability of funds for use by their schools — half say the funds available for use is only fair (33%) or poor (18%).*
 3. *Based on overall experiences at their schools, nearly all teachers believe that a broad variety of measures could be taken that would help strengthen the quality of education. A majority — sometimes nearly all teachers — believe the following suggested policies would have a somewhat or strongly positive effect on education in general:*
 - Emphasizing school discipline and safety (97%)
 - Emphasizing basic skills such as reading, writing and arithmetic (96%)
 - Broadening the curriculum to include computer literacy and foreign languages (94%)
 - Tightening graduation requirements (80%)
 - Establishing minimum competency tests for students at predetermined grade levels (77%)
 - Increasing the amount of homework required of students (62%)
 4. *Since 1984, there has been an increase from three in five (60%) to three in four (75%) teachers who believe that emphasizing school discipline and safety will have a strongly positive effect on education in general. Similar proportions of teachers feel this way, regardless of the type of community in which they teach.*
 5. *Teachers' strongly believe that benefits are gained by emphasizing basic skills, such as reading, writing and math, and their opinions have remained constant since 1984 (96% today vs. 97% in 1984).*
 6. *Nine in ten teachers remain convinced that broadening the curriculum to include such things as computer literacy and foreign languages will have a positive effect on education (94% in 1995 vs. 92% in 1984).*

III. Strengthening the Profession

1. *America's teachers have definite opinions on what will or will not have a positive effect on the quality of teaching in public schools. Specifically, a large majority of teachers believe that positive results can be gained from:*
 - Providing incentives to encourage students to go into teaching (91%);
 - Making it easier to remove incompetent teachers (89%); and
 - Requiring competency tests for certification (86%).
 - Smaller majorities believe there would be a positive result if there were required periodic re-testing of teachers in specific subjects (62%) and higher salaries for teachers who specialize in subjects where there are teacher shortages (56%).
2. *Overall, the extent to which teachers support these suggested measures has remained constant over the past decade. For example, in 1984 82% of teachers believed that requiring teachers to take competency tests before certification would have a positive effect on teaching.*

IV. Confronting the Challenges of Teaching

1. *Teachers continue to be confronted with many of the same societal problems they faced a decade ago. In many cases these problems have grown worse, and teachers working in urban schools are **most** likely to believe their problems have worsened.*
 - Teachers say the problem of junior high and high school student drinking has increased from 66% in 1984 to 76% today; the number of students using drugs from 58% to 64%. Drinking is more often cited as a problem by teachers in rural areas; drug use more often by teachers in the city. However, they are problems for most teachers regardless of the type of community in which they teach.
 - Three in five (59%) junior high and high school teachers say the number of teenage pregnancies is at least a somewhat serious problem, an increase of 10% since 1984 (49%). Urban teachers (81% in inner city and 71% in other urban schools) are considerably more likely than others to say so; suburban teachers are least likely (43%).
 - The number of students who lack basic skills has slightly declined as a problem for teachers in general, from 80% in 1984 to 74% in 1995; it has declined for teachers in other urban areas, the suburbs, small towns and rural areas. However, it has increased slightly for inner city teachers, from 83% in 1985 to 87% today.
 - Elementary school teachers in inner city (66%) and other urban (55%) schools are more likely to consider overcrowded classes to be a serious problem than teachers working in the suburbs (53%), small towns (52%) or rural areas (46%).

2. *Teachers are concerned about violence in and around their schools, more so in junior highs and high schools, but in elementary schools as well. Three in ten teachers in the suburbs, small towns, rural areas and other urban areas think it is a serious problem, considerably fewer than the seven in ten teachers in inner city schools.*

- The number of students carrying handguns, knives and weapons to school is a problem for one in four (25%) junior high and high school teachers in general, but for almost half of inner city teachers (46%).

V. Comparing Teaching to Other Professions

1. *Two in five teachers have at some time considered leaving teaching for another occupation. However, far fewer believe they are likely to consider leaving teaching in the future (24%).*

- 51% of teachers say they are not at all likely to consider leaving teaching for another occupation within the next five years.

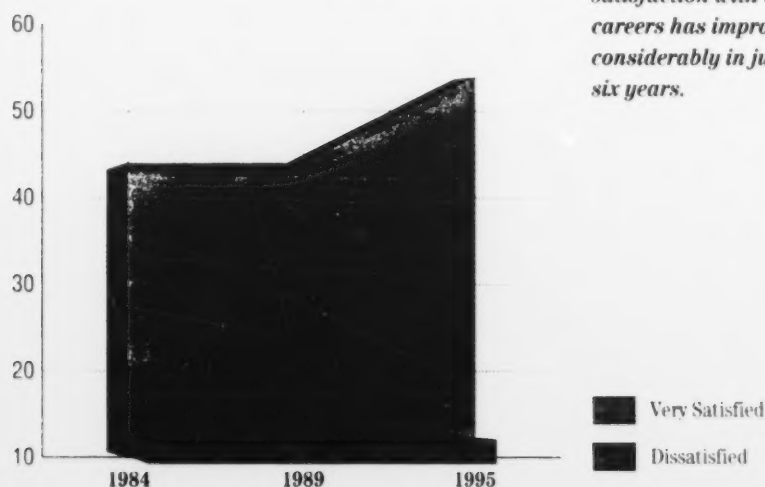
2. *Given the choices of job security and benefits, love of teaching or difficulty finding another job, teachers who say they are not likely to leave teaching for another profession are overwhelmingly likely to say that love of teaching (72%) is the reason they will stay in the profession.*

CHAPTER 1: THE JOB SATISFACTION OF THE AMERICAN TEACHER

Satisfaction With Teaching as a Profession Has Increased in Ten Years

Teachers' overall level of satisfaction with their careers has increased considerably in the past eleven years. Over half (54%) currently say they are very satisfied, compared to 44% in 1985. Teachers at all grade levels show an increase in satisfaction with their teaching careers. In 1985, 37% of high school and junior high teachers said they were very satisfied; in 1995, the proportions are 50% and 49%, respectively. For elementary school teachers, there has been an increase of 9%, from 49% in 1985 to 58% today.

Figure 1



While the overall level of satisfaction has increased over the past decade for teachers in all types of communities, teachers in rural areas (58%), the suburbs (57%) and small towns (55%) are somewhat more likely to say they are very satisfied with their teaching careers than teachers in inner cities (49%) or other urban areas (46%). This finding was similar in 1985 when the proportions were 45%, 45%, 46%, 40% and 36%, respectively.

OBSERVATION: *These ongoing differences are not surprising in light of the consistent and considerable differences in urban teachers' experiences and views about the education system as a whole and of their schools in particular. These differences are discussed in greater detail throughout this report.*

The proportion of inner city teachers who are dissatisfied with teaching as a career has been halved since 1985, from 30% (19% somewhat and 11% very dissatisfied) to 16% (11% somewhat and 5% very dissatisfied). In other urban areas, the proportion is one-third of what it was eleven years ago; it was one in three in 1985 and is only one in ten in 1995.

As might be expected, teachers working in highly stressful environments are considerably less likely to be satisfied with teaching as a career. However, whether they feel under stress often or only occasionally, most teachers are more satisfied with their careers than they were in 1985.

Female teachers (58%) are more likely than male teachers (46%) to say they are very satisfied with teaching as a career (48% and 34% in 1985, respectively). Male teachers are more inclined to say they are somewhat satisfied (41% vs. 30% in 1995, and 40% vs. 33% in 1985). The proportions of both female and male teachers who say they are dissatisfied with teaching as a career have decreased over the past decade.

Table 1-1

TEACHERS' OVERALL JOB SATISFACTION

QUESTION: *All in all, how satisfied would you say you are with teaching as a career — very satisfied, somewhat satisfied, somewhat dissatisfied, or very dissatisfied?*

	TYPE OF SCHOOL								SIZE OF PLACE									
	TOTAL TEACHERS		ELEMEN- TARY		JUNIOR HIGH		HIGH SCHOOL		INNER CITY		OTHER URBAN		SUBURB		SMALL TOWN		RURAL	
	'95	'85	'95	'85	'95	'85	'95	'85	'95	'85	'95	'85	'95	'85	'95	'85	'95	'85
P E R C E N T A G E																		
Very Satisfied	54	44	58	49	49	37	50	37	49	40	46	36	57	45	55	46	58	45
Somewhat Satisfied	33	35	30	32	37	39	37	39	35	30	42	35	30	35	32	36	34	37
Somewhat Dissatisfied	10	16	9	14	11	17	11	19	11	19	8	23	11	16	11	14	7	13
Very Dissatisfied	2	5	2	3	3	7	3	6	5	11	2	6	3	3	3	4	*	4
B A S E	1011	1846	523	1124	240	467	309	453	148	264	98	231	271	528	275	478	216	340

*Less than 0.5%

Table 1-2

**TEACHERS' SATISFACTION WITH TEACHING AS CAREER:
By GENDER AND JOB STRESS**

QUESTION: *All in all, how satisfied would you say you are with teaching as a career — very satisfied, somewhat satisfied, somewhat dissatisfied, or very dissatisfied?*

	TOTAL TEACHERS		GENDER				FREQUENCY OF FEELING UNDER GREAT JOB STRESS							
			MALE		FEMALE		SEVERAL DAYS A WEEK OR MORE		ONCE OR TWICE A WEEK		LESS THAN ONCE A WEEK OR NEVER			
	'95	'85	'95	'85	'95	'85	'95	'85	'95	'85	'95	'85	'95	'85
P E R C E N T A G E														
Very Satisfied	54	44	46	34	58	48	39	33	56	41	71	61		
Somewhat Satisfied	33	35	41	40	30	33	39	35	36	40	24	30		
Somewhat Dissatisfied	10	16	10	18	10	15	17	24	7	16	4	6		
Very Dissatisfied	2	5	3	8	2	3	5	9	1	2	1	3		
B A S E	1011	1846	301	591	710	1255	354	700	382	618	275	526		

Attitudes Toward Specific Aspects of Job Satisfaction

For the overwhelming majority of teachers, what they like most about their jobs is centered around their interaction with children. Three in ten (31%) teachers say "Seeing children develop" is the one thing they like most about their job as a teacher. One-quarter (25%) say "Working with children" is what they like most. Other child-related items cited as the one thing teachers like most about their jobs are "Interaction with students" (15%), "Making a difference in a child's life" (8%), and "Seeing the look of joy when a child finally 'gets it'" (5%). By contrast, only small minorities mention aspects of the job that are more closely related to their own experiences rather than their students, such as good hours or summers off (3%).

Elementary school teachers (35%) are more likely to say "Seeing children develop" is the one thing they like most as teachers, compared to junior high (26%) or high school (28%) teachers. The number of years of teaching experience and gender has little impact on teachers' responses regarding the one thing they like most about their job as a teacher.

Table 1-3**THE THINGS TEACHERS LIKE MOST ABOUT THEIR JOBS****QUESTION:** *What is the one thing you like most about your job as a teacher?*

	TOTAL	TYPE OF SCHOOL			YEARS OF TEACHING EXPERIENCE		GENDER	
		ELEMEN- TARY	JUNIOR HIGH	HIGH SCHOOL	LESS THAN 10	10 OR MORE	MALE	FEMALE
		P E R C E N T A G E						
Seeing Children Develop/ Progress/Succeed/Motivating Students to Learn	31	35	26	28	32	30	31	31
Working With Children	25	24	23	29	24	25	26	25
Interaction With Students	15	12	17	19	14	16	18	14
Making a Difference in a Child's Life	8	7	10	7	9	7	7	8
Seeing Look of Joy When a Child Finally "Gets It"	5	7	5	3	6	5	2	7
Academic/Creative Freedom	3	4	5	2	4	3	2	4
I Like the Hours/Summers Off	3	2	4	4	2	4	3	3
I Love to Teach	2	2	2	2	3	2	3	2
Other	7	5	9	6	7	7	8	7
B A S E	1011	523	240	309	254	757	301	710

Attitudes Toward Specific Aspects of Their Profession

Teachers today have a positive attitude about the teaching profession as a whole, but still express concerns and frustrations with specific aspects of their profession. Teachers agree with the statement "I love to teach": over three-quarters (78%) agree strongly (the same proportion as in 1984), and 20% agree somewhat (18% in 1984). However, while teachers continue to say they love to teach, the proportions who feel they are recognized for their efforts — both in school and in society — are not as large. Three-quarters agree strongly (37%) or somewhat (40%) that they are usually recognized for good performance (similar to the proportions in 1984, which were 33% and 37%, respectively). Only one in ten (9%) agrees strongly that they feel respected as a teacher in today's society, virtually an unchanged proportion since 1984 (10%). Teachers continue to feel they spend too much time on administrative tasks (74% in 1995, 72% in 1984), and sizeable numbers say they sometimes feel pressure to promote students who have not mastered the minimum requirements: 54% agree at least somewhat with this statement.

Despite these ongoing frustrations, teachers' overall views of their profession have improved since 1984. A decade ago, less than half (45%) of teachers agreed they would advise a young person to pursue a career in teaching; in 1995, *two-thirds* (67%) agree. This trend is evident regardless of type of school or community in which they teach, years of experience, gender or geographic region.

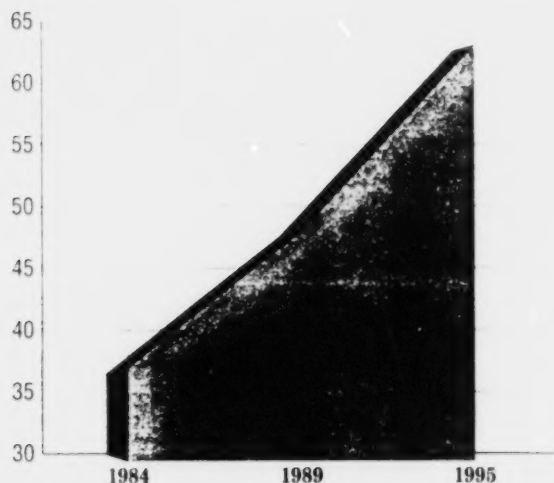
OBSERVATION: *This shift in opinion may reflect larger economic and societal changes of the past decade. Although teaching is still a challenging though sometimes frustrating occupation, teachers may choose to remain in jobs that they perceive to be more secure than many private sector occupations. And as life in the private sector has come to be perceived as more uncertain and stressful, the teaching profession may appear more attractive in comparison.*

Chapter 5 of this report discusses the changing views of teachers in more detail. It notes that in many ways teaching compares more favorably with other professions than it did a decade ago.

Similarly, in 1984 less than half (46%) of teachers agreed that the training and preparation teachers received did a good job preparing them for the classroom. In 1995, a majority of teachers (56%) agree with this statement. The trend is evident regardless of type of school in which they teach, years of experience, gender, region or community.

Teachers have become steadily more pleased with their salaries over the past decade. In 1984, just 37% of teachers surveyed agreed with the statement: "My job allows me the opportunity to earn a decent salary." In 1989, this had risen to 48% and in 1995, 63% of teachers agree. This trend is evident regardless of type of school in which they teach, years of experience, gender, region or type of community. These changes are most evident in the East, where twice as many teachers believe they earn decent salaries now (80%) compared to 1984 (40%). The proportion also doubled for high school teachers (from 33% to 68%) and for teachers with five to nine years' professional experience (from 31% to 64%).

Figure 2



The past ten years have seen a significant increase in the percent of teachers who believe their occupation provides them with the opportunity to earn a decent salary.

Table 1-4
TEACHERS' ATTITUDES TOWARD SPECIFIC ASPECTS OF JOB SATISFACTION

QUESTION: *I would like to read you some statements people have made about their jobs. For each, please tell me if you agree strongly, agree somewhat, disagree somewhat, or disagree strongly in terms of your own job as a teacher in the public schools. (READ EACH STATEMENT)*

	AGREE STRONGLY		AGREE SOMEWHAT		DISAGREE SOMEWHAT		DISAGREE STRONGLY	
	'95	'84	'95	'84	'95	'84	'95	'84
	P E R C E N T A G E							
I love to teach	78	78	20	18	2	3	1	*
I am usually recognized for good performance	37	33	40	37	15	19	8	10
I have to spend too much time on administrative tasks	32	38	42	34	21	19	5	7
I would advise a young person to pursue a career in teaching	24	12	43	33	21	29	12	24
My job allows me the opportunity to earn a decent salary	17	8	46	29	18	26	19	37
The training and preparation teachers receive today does a good job preparing them for the classroom	13	10	43	36	29	31	13	19
I sometimes feel pressure to promote students even when I know they have not mastered minimum requirements	26	n/a	29	n/a	20	n/a	24	n/a
As a teacher, I feel respected in today's society	9	10	44	37	31	31	16	21

B A S E 1995:1011 1984:1981

*Less than 0.5%

Table 1-5

TEACHERS' ATTITUDES TOWARD SPECIFIC ASPECTS OF JOB SATISFACTION:
BY REGION AND SIZE OF PLACE

QUESTION: *I would like to read you some statements people have made about their jobs. For each, please tell me if you agree strongly, agree somewhat, disagree somewhat, or disagree strongly in terms of your own job as a teacher in the public schools. (READ EACH STATEMENT)*

	TOTAL TEACHERS '95 '84	"AGREE STRONGLY" OR "AGREE SOMEWHAT"											
		REGION				SIZE OF PLACE							
		EAST		MIDWEST		SOUTH		WEST		CITY	SUBURB	RURAL	
		'95	'84	'95	'84	'95	'84	'95	'84	'95	'84	'95	'84
		P E R C E N T A G E											
I love to teach	97 97	95 94	98 97	98 97	98 99	98 96	97 97	99 97					
I am usually recognized for good performance	77 70	81 68	75 70	81 73	67 67	72 68	82 69	79 72					
I have to spend too much time on administrative tasks	74 73	68 73	76 66	79 77	68 77	73 75	73 74	74 70					
I would advise a young person to pursue a career in teaching	67 45	67 39	71 45	63 46	71 56	67 39	70 46	66 50					
My job allows me the opportunity to earn a decent salary	63 37	80 40	74 42	48 29	57 40	57 38	68 39	59 35					
The training and preparation teachers receive today does a good job preparing them for the classroom	57 46	59 42	61 50	54 51	54 38	56 43	56 44	60 51					
I sometimes feel pressure to promote students even when I know they have not mastered minimum requirements	54 n/a	51 n/a	51 n/a	56 n/a	58 n/a	58 n/a	53 n/a	50 n/a					
As a teacher, I feel respected in today's society	54 47	54 37	55 50	54 52	52 47	49 39	56 47	53 52					
B A S E	1011 1991	197 684	278 414	340 602	196 281	246 551	271 869	216 561					

Table 1-6
**TEACHERS' ATTITUDES TOWARD SPECIFIC ASPECTS OF JOB SATISFACTION:
By TYPE OF SCHOOL, EXPERIENCE, AND GENDER**

QUESTION: *I would like to read you some statements people have made about their jobs. For each, please tell me if you agree strongly, agree somewhat, disagree somewhat, or disagree strongly in terms of your own job as a teacher in the public schools. (READ EACH STATEMENT)*

	"AGREE STRONGLY" OR "AGREE SOMEWHAT"																	
	TOTAL	TYPE OF SCHOOL						EXPERIENCE			GENDER							
		ELEMEN- TARY		JUNIOR HIGH		HIGH SCHOOL		LESS THAN 5 YEARS		5-9 YEARS	10 YEARS OR MORE	MALE	FEMALE					
		'95	'84	'95	'84	'95	'84	'95	'84	'95	'84	'95	'84	'95	'84			
P E R C E N T A G E																		
I love to teach	97	97	98	97	95	96	97	97	99	98	97	96	97	96	96	95	98	97
I am usually recognized for good performance	77	70	77	72	78	74	75	64	80	72	75	64	77	71	71	64	79	73
I have to spend too much time on administrative tasks	74	73	76	75	70	70	72	71	72	65	76	68	73	75	70	70	75	74
I would advise a young person to pursue a career in teaching	67	45	69	46	67	45	64	46	77	63	77	48	64	43	65	42	68	47
My job allows me the opportunity to earn a decent salary	63	37	59	39	63	35	68	33	43	31	64	31	65	39	67	34	61	39
The training and preparation teachers receive today does a good job preparing them for the classroom	57	46	58	47	55	40	55	48	64	58	58	39	56	47	55	42	58	48
I sometimes feel pressure to promote students even when I know they have not mastered minimum requirements	54	n/a	59	n/a	61	n/a	39	n/a	59	n/a	57	n/a	53	n/a	47	n/a	57	n/a
As a teacher, I feel respected in today's society	54	47	55	48	52	41	51	49	57	49	58	46	52	47	55	45	53	48
B A S E	1011 1981		523 972		240 375		309 491		95 142		159 326		757 1513		301 685		710 1296	

CHAPTER 2: EVALUATING THE QUALITY OF PUBLIC SCHOOLS

Overall Quality of Education

Just as teachers have seen numerous improvements in their profession, they also believe that the education system, as a whole, has made improvements over the past decade. Teachers are pleased with the overall quality of education in their schools. Nine in ten teachers report the quality of education in their schools is excellent (47%) or good (45%). In 1984, they were slightly more likely to say good (49%) than excellent (42%). Currently, only 6% say fair and 1% poor (7% and 1% in 1984, respectively).

Teachers in elementary schools (53%) are more likely than those in junior high (45%) or high schools (38%) to rate the quality of education in their schools as excellent. This pattern was similar in 1984. Regardless of their years of teaching experience or whether they are male or female, majorities of teachers rate quality in their schools as either excellent or good.

Table 2-1

TEACHERS' OVERALL RATINGS OF THEIR SCHOOLS

QUESTION: *As you know, there has been much discussion recently about American education and especially about our primary and secondary public schools. Thinking about the public school in which you teach, how would you rate the quality of education in your school — excellent, good, fair or poor?*

	TOTAL		TYPE OF SCHOOL						EXPERIENCE						GENDER	
			ELEMENTARY		JUNIOR HIGH		HIGH SCHOOL		LESS THAN 5 YEARS		5-9 YEARS		10 YEARS OR MORE		MALE	FEMALE
	'95	'84	'95	'84	'95	'84	'95	'84	'95	'84	'95	'84	'95	'84	'95	'84
P E R C E N T A G E																
Excellent	47	42	53	50	45	40	38	31	43	33	43	39	49	44	44	33
Good	45	49	41	44	46	51	52	57	45	56	50	51	44	48	47	55
Fair	6	7	5	5	7	8	9	10	11	7	5	9	6	7	7	10
Poor	1	1	1	1	2	2	1	1	1	2	1	1	1	1	2	1
B A S E	1011	1981	523	972	240	375	309	491	95	142	159	326	757	1513	301	685

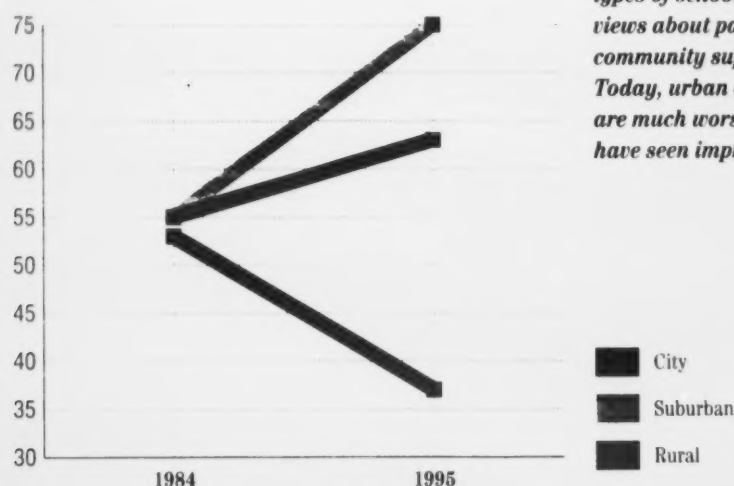
Rating Their Schools on Specific Educational Issues

In rating several criteria by which public schools can be judged, majorities of teachers give positive ratings to the quality of teachers in their schools (96%), the curriculum in general (85%), academic standards in their schools (85%) and parental and community support (61%). Half (49%) give positive ratings to the funds available for use by their schools. Each of these have seen increases in positive ratings since 1984.

Of these five possible criteria, only the quality of teachers in your school is rated excellent by a majority (55%) of teachers. Four in ten (40%) teachers rate the academic standards in their schools as excellent, three in ten (32%) the curriculum in general, two in ten (22%) parental and community support for their schools, and one in ten (11%) the funds available for use by their schools.

While such positive ratings are still the minority, excellent ratings have increased since 1984. At that time, the quality of teachers received an excellent rating by 37% (an increase of 18%); academic standards by 26% (an increase of 14%); curriculum by 25% (an increase of 7%); and parental and community support by 16% (an increase of 6%).

Figure 3



In 1984, teachers in all types of schools had similar views about parental and community support. Today, urban experiences are much worse while others have seen improvements.

The proportions of teachers who give either excellent or good ratings to parental and community support for their schools has increased since 1984 among teachers in the suburbs (from 55% to 75%) and in rural areas (from 55% to 63%). However, it has *decreased* in city schools from over half (53%) in 1984 to less than four in ten (37%) in 1995. Likewise, while suburban and rural teachers have seen improvements in their schools' curriculum and academic standards over the past twelve years, urban teachers have not seen these kinds of changes in their own schools. Positive ratings for the level of public support teachers receive have increased in the Midwest

(from 59% to 68%) and South (from 52% to 60%). Teachers in the West remain less satisfied with the funding their schools receive, as compared to their peers in other regions of the country; it is the only region that has not seen an increase since 1984. There is little variation among teachers across the country regarding quality of teachers, the curriculum in general, and academic standards in their schools.

Teachers of different grade levels vary little in their positive ratings for each of these five criteria, and since 1984, proportions for each have either increased or remained the same; junior high teachers show the largest increases. Differences between male and female teachers exhibit a similar pattern, with men showing larger increases than women for each item between 1984 and 1995.

Table 2-2

TEACHERS' RATINGS OF THEIR SCHOOLS ON SPECIFIC EDUCATIONAL ISSUES

QUESTION: *I am going to read several criteria on which public schools can be judged. For each, please tell me whether you would rate your school excellent, good, fair, or poor. (READ EACH ITEM)*

	EXCELLENT		GOOD		FAIR		POOR	
	'95	'84	'95	'84	'95	'84	'95	'84
	P E R C E N T A G E							
The quality of teachers in your school	55	37	41	53	4	9	*	*
Academic standards in your school	40	26	45	53	14	18	1	3
The curriculum in general	32	25	53	56	14	17	1	2
Parental and community support for the school	22	16	38	38	28	30	11	15
Funds available for use by your school	11	10	38	32	33	37	18	20
B A S E 1995:1011 1984:1981								

*Less than 0.5%

Table 2-3

**TEACHERS' RATINGS OF THEIR SCHOOLS ON SPECIFIC EDUCATIONAL ISSUES:
BY REGION AND SIZE OF PLACE**

QUESTION: *I am going to read several criteria on which public schools can be judged. For each, please tell me whether you would rate your school excellent, good, fair, or poor. (READ EACH ITEM)*

	TOTAL TEACHERS	"EXCELLENT" OR "GOOD"							
		REGION				SIZE OF PLACE			
		EAST†	MIDWEST	SOUTH	WEST	CITY	SUBURB	RURAL	
		'95 '84	'95 '84	'95 '84	'95 '84	'95 '84	'95 '84	'95 '84	
		P E R C E N T A G E							
The quality of teachers in your school	96 90	96 91	96 90	95 90	95 89	92 85	98 91	95 92	
The curriculum in general	85 81	83 81	87 80	84 81	85 79	77 79	86 81	88 81	
Academic standards in your school	85 78	84 77	88 81	85 78	82 76	74 73	90 80	88 79	
Parental and community support for the school	61 55	57 51	68 59	60 52	55 59	37 53	75 55	63 55	
Funds available for use by your school	49 42	49 43	53 42	53 43	36 35	43 36	56 41	42 46	
B A S E	1011 1981	197 684	278 414	340 602	196 281	246 551	271 869	216 561	

Table 2-4

**TEACHERS' RATINGS OF THEIR SCHOOLS ON SPECIFIC EDUCATIONAL ISSUES:
BY TYPE OF SCHOOL, EXPERIENCE, AND GENDER**

QUESTION: *I am going to read several criteria on which public schools can be judged. For each, please tell me whether you would rate your school excellent, good, fair, or poor. (READ EACH ITEM)*

	"EXCELLENT" OR "GOOD"									
	TYPE OF SCHOOL			EXPERIENCE			GENDER			
	TOTAL	ELEMEN- TARY	JUNIOR HIGH	HIGH SCHOOL	LESS THAN 5 YEARS	5-9 YEARS	10 YEARS OR MORE	MALE	FEMALE	
	'95 '84	'95 '84	'95 '84	'95 '84	'95 '84	'95 '84	'95 '84	'95 '84	'95 '84	
P E R C E N T A G E										
The quality of teachers in your school	96 90	96 92	94 89	95 87	96 89	94 90	96 90	95 87	96 91	
The curriculum in general	85 81	84 83	88 80	83 78	82 73	84 83	85 81	84 75	85 83	
Academic standards in your school	85 78	87 83	85 76	80 72	86 70	82 79	85 79	81 72	86 81	
Parental and community support for the school	61 55	63 59	61 51	57 50	56 47	57 56	62 55	56 50	62 57	
Funds available for use by your school	49 42	49 44	50 41	48 41	56 44	45 43	48 41	46 38	50 44	
B A S E	1011 1981	523 972	240 375	309 491	95 142	159 326	757 1513	301 685	710 1296	

Problems Teachers Face in Their Schools

Since 1985, larger proportions of junior high and high school teachers feel that problems in their public schools are either very or somewhat serious. Those who think the amount of drinking by students is a serious problem increased from 66% in 1985 to 81% in 1989; in 1995, it is 76%. Concern about the number of students using drugs also increased, from 58% in 1985 to 70% in 1989; currently it is 64%. Student *drinking* is more likely to be considered a serious problem by teachers as they move farther out of the inner city to rural communities, while *drug use* is more likely to be a serious problem for city schools. Both are more likely to be considered serious problems in high schools than in junior highs.

Figure 4

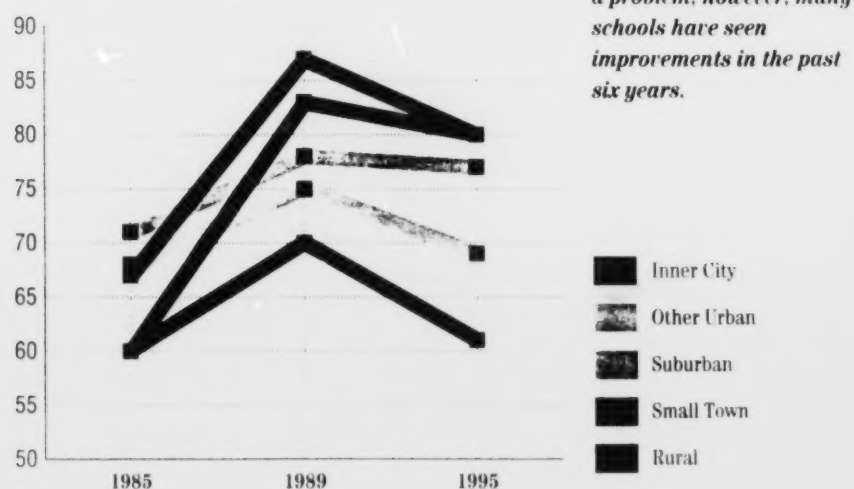
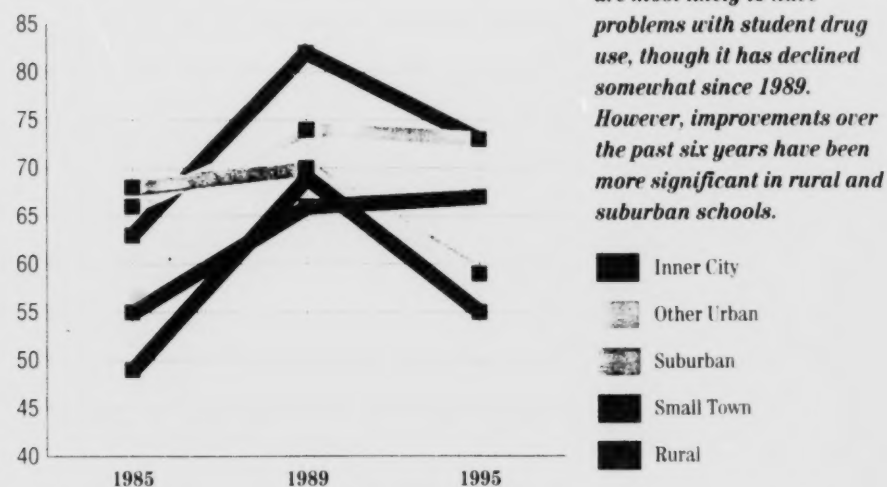
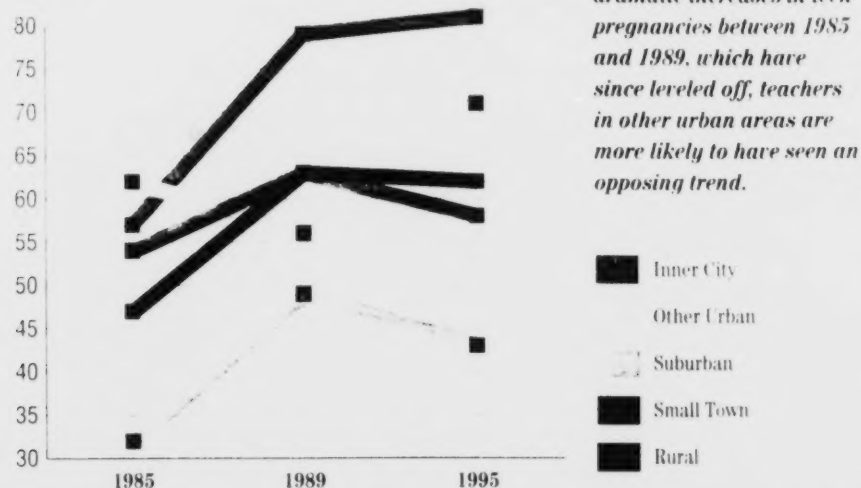


Figure 5



The proportion of teachers who think the number of teenage pregnancies is a serious problem increased from 49% in 1985 to 61% in 1989; currently it is 59%. This is less likely to be considered a serious problem by teachers in the suburbs compared to those in rural areas, small towns, or cities, and among high school rather than junior high teachers. It is more likely to be considered a serious problem by teachers in the South than in any other region of the country.

Figure 6



Today, violence in schools is considered a problem by many teachers. Forty-one percent of teachers say the incidence of violence in and around schools is a serious problem. It is more likely to be considered serious by teachers in inner cities (72%) and other urban areas (54%) compared to those in the suburbs (41%), rural areas (30%) and small towns (28%). Similarly, 25% of junior high and high school teachers say the number of students carrying handguns, knives and other weapons to school is a serious problem, mostly in inner cities (46%) and other urban areas (31%), as compared to rural areas (24%), the suburbs (20%), and small towns (18%). However, even though these problems are less common in suburban and rural communities, they have *not* escaped the growing trend of violence among young people. In fact, in 1993 one in seven teachers in urban and suburban schools had been the victim of a violent act that occurred in or around their schools.²

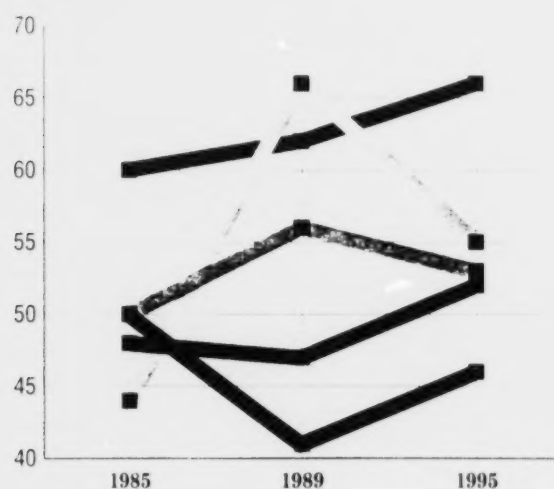
The number of students who lack basic skills in grades seven through twelve has decreased as a serious problem, from 80% in 1984 to 74% in 1995. At least eight in ten teachers in inner city (87%) and other urban schools (79%) consider this a problem, compared to no less than two-thirds of teachers in rural areas (74%), small towns (72%) and the suburbs (68%). Similarly, the proportion who consider teenage

The Metropolitan Life Survey of the American Teacher 1993: Violence in America's Public Schools.

suicides a serious problem has decreased from 18% to 14%. But once again, while suburban and rural teachers express less concern that they did twelve years ago, urban teachers have become *more* concerned with the problem of teen suicides.

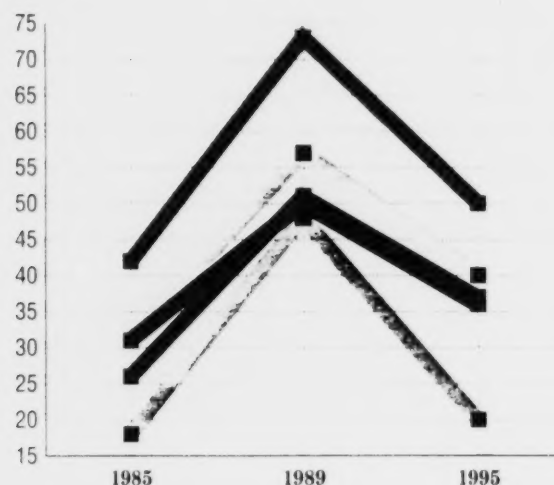
Since 1985, larger proportions of elementary school teachers also believe that many problems in their public schools are either very or somewhat serious. Overcrowded classes as a serious problem has increased slightly (from 49% in 1985 to 51% in 1989, to 53% in 1995). It continues to be considered a more frequent problem in the West (70%) than in the East (55%), Midwest (49%) or South (46%). Not surprisingly, it is more often cited as a serious problem by teachers in inner city schools (66%) rather than other urban (55%), suburban (52%), small town (52%) or rural (46%) schools.

Figure 7



Over the past decade, elementary school teachers in different communities had varied experiences with problems of overcrowding; these remain of greatest concern for inner city teachers.

Figure 8



Problems with absenteeism peaked for elementary school teachers in 1989, and have declined considerably since then in all types of schools. But the differences between inner city schools and other schools have been consistent over time.

The problem of absenteeism increased considerably between 1985 and 1989, from 28% to 53%. Since then it has decreased to 34%. It is almost twice as likely to be considered a serious problem by teachers in the West (46%) than in the East (25%), and in inner cities (50%) compared to other urban areas (40%), rural areas (36%), small towns (37%) and the suburbs (20%).

Half of all elementary school teachers indicate that students' lack of interest in their classes is a serious problem. This is more likely to be a problem in the South (56%), than in the West (51%), Midwest (46%) or the East (41%). It is least likely to be a serious problem for teachers in the suburbs (35%) — at least half the teachers in other areas consider it a very or somewhat serious problem.

Inadequate programs for remedial students are a serious problem for two in five (41%) elementary school teachers. It is considerably higher for teachers in the West (54%) than for those in the East (44%), South (39%) or Midwest (33%). It is less likely to be a serious problem for teachers in suburban (35%) or rural (35%) schools, compared to those in small towns (44%), inner cities (48%) or other urban areas (60%).

The incidence of violence in and around elementary schools (26%) is considerably less of a concern than in junior high and high schools (41%). However, it is a serious problem for 35% of elementary school teachers in the West and for 51% of teachers in inner city grade schools. By contrast, it is a serious problem for no more than one-third of the teachers in other urban areas, small towns, suburbs and rural areas.

Table 2-5

TEACHERS EVALUATE PROBLEMS IN THE SCHOOLS

QUESTION: *I am going to read some things that some people have said are problems with the public schools. After I read each one, please tell me if you think that problem is very serious, somewhat serious, not very serious, or not at all serious in the public school in which you teach. (READ EACH ITEM)*

	VERY SERIOUS		SOMEWHAT SERIOUS		NOT VERY SERIOUS		NOT AT ALL SERIOUS	
	'95	'85	'95	'85	'95	'85	'95	'85
TEACHERS OF GRADES 7-12	P E R C E N T A G E							
The amount of drinking by students	26	27	50	39	18	20	5	13
The number of students who lack basic skills	21	30	53	50	22	16	4	4
The number of students using drugs	13	14	50	44	30	29	5	11
The number of teenage pregnancies	20	19	39	30	25	29	15	20
The number of dropouts	10	13	33	27	34	34	22	22
Incidence of violence in and around schools	8	n/a	33	n/a	42	n/a	18	n/a
The number of students carrying handguns, knives and weapons to school	5	n/a	20	n/a	39	n/a	36	n/a
The number of teenage suicides	3	4	12	13	36	33	49	45

B A S E 1995:518 1985:320

TEACHERS OF GRADES K-6	P E R C E N T A G E							
Overcrowded classes	18	18	35	31	24	29	23	21
Students' lack of interest in their classes	10	n/a	40	n/a	36	n/a	14	n/a
Inadequate programs for remedial students	10	n/a	32	n/a	30	n/a	28	n/a
Absenteeism	6	6	29	22	40	41	25	30
Incidence of violence in and around schools	4	n/a	23	n/a	38	n/a	35	n/a

B A S E 1995:523 1985:1124

*Less than 0.5%

Table 2-6

TEACHERS EVALUATE PROBLEMS IN THE SCHOOLS: BY SIZE OF PLACE

QUESTION: *I am going to read some things that some people have said are problems with the public schools. After I read each one, please tell me if you think that problem is very serious, somewhat serious, not very serious, or not at all serious in the public school in which you teach. (READ EACH ITEM)*

	TOTAL TEACHERS		"VERY SERIOUS" OR "SOMEWHAT SERIOUS"									
			SIZE OF PLACE									
			INNER CITY		OTHER URBAN		SUBURB		SMALL TOWN		RURAL	
	'95	'85	'95	'85	'95	'85	'95	'85	'95	'85	'95	'85
TEACHERS OF GRADES 7-12												
	P E R C E N T A G E											
The amount of drinking by students	76	66	61	60	69	68	77	71	80	60	80	67
The number of students who lack basic skills	74	80	87	83	79	90	68	76	72	81	74	79
The number of students using drugs	64	58	73	63	73	66	59	68	67	55	55	49
The number of teenage pregnancies	59	49	81	57	71	62	43	32	58	54	62	47
The number of dropouts	44	40	69	49	52	48	29	30	40	44	47	36
Incidence of violence in and around schools	41	n/a	72	n/a	54	n/a	41	n/a	28	n/a	30	n/a
The number of students carrying handguns, knives and weapons to school	25	n/a	46	n/a	31	n/a	20	n/a	18	n/a	24	n/a
The number of teenage suicides	14	18	18	10	21	30	15	21	10	10	13	21
B A S E	518	820	67	93	52	102	137	251	141	216	119	156
TEACHERS OF GRADES K-6												
	P E R C E N T A G E											
Overcrowded classes	53	49	66	60	55	44	53	50	52	48	46	50
Students' lack of interest in their classes	50	n/a	65	n/a	57	n/a	35	n/a	49	n/a	56	n/a
Inadequate programs for remedial students	41	n/a	48	n/a	60	n/a	35	n/a	14	n/a	35	n/a
Absenteeism	34	28	50	42	40	31	20	18	37	26	36	31
Incidence of violence in and around schools	26	n/a	51	n/a	34	n/a	20	n/a	25	n/a	16	n/a
B A S E	523	1124	42	82	47	134	42	300	42	284	109	220

Table 2-7

TEACHERS EVALUATE PROBLEMS IN THE SCHOOLS: BY REGION

QUESTION: *I am going to read some things that some people have said are problems with the public schools. After I read each one, please tell me if you think that problem is very serious, somewhat serious, not very serious, or not at all serious in the public school in which you teach. (READ EACH ITEM)*

	TOTAL TEACHERS		"VERY SERIOUS" OR "SOMEWHAT SERIOUS"							
			REGION							
			EAST		MIDWEST		SOUTH		WEST	
	'95	'85	'95	'85	'95	'85	'95	'85	'95	'85
P E R C E N T A G E										
TEACHERS OF GRADES 7-12										
The amount of drinking by students	76	66	79	59	80	79	68	57	79	69
The number of students who lack basic skills	74	80	70	81	66	72	78	85	82	83
The number of students using drugs	64	58	68	61	62	61	56	54	75	60
The number of teenage pregnancies	59	49	51	47	58	40	67	60	57	42
The number of dropouts	44	40	36	32	37	28	49	50	54	49
Incidence of violence in and around schools	41	n/a	42	n/a	37	n/a	45	n/a	38	n/a
The number of students carrying handguns, knives and weapons to school	25	n/a	22	n/a	19	n/a	31	n/a	28	n/a
The number of teenage suicides	14	18	14	21	16	20	11	14	17	15
B A S E	518	820	99	312	156	112	167	136	96	260
TEACHERS OF GRADES K-6										
Overcrowded classes	53	49	55	44	49	44	46	52	70	62
Students' lack of interest in their classes	50	n/a	41	n/a	46	n/a	56	n/a	51	n/a
Inadequate programs for remedial students	41	n/a	44	n/a	33	n/a	39	n/a	54	n/a
Absenteeism	34	28	225	30	31	22	35	29	46	30
Incidence of violence in and around schools	26	n/a	22	n/a	23	n/a	27	n/a	35	n/a
B A S E	523	1124	100	395	132	156	188	209	103	364

Table 2-8

**TEACHERS EVALUATE PROBLEMS IN THE SCHOOLS:
BY TYPE OF SCHOOL AND EXPERIENCE**

QUESTION: *I am going to read some things that some people have said are problems with the public schools. After I read each one, please tell me if you think that problem is very serious, somewhat serious, not very serious, or not at all serious in the public school in which you teach. (READ EACH ITEM)*

	"VERY SERIOUS" OR "SOMEWHAT SERIOUS"											
	TYPE OF SCHOOL						EXPERIENCE					
	TOTAL TEACHERS		JUNIOR HIGH SCHOOL		HIGH SCHOOL		LESS THAN 10 YEARS		10 TO 19 YEARS		20 YEARS OR MORE	
	'95	'85	'95	'85	'95	'85	'95	'85	'95	'85	'95	'85
P E R C E N T A G E												
TEACHERS OF GRADES 7-12												
The amount of drinking by students	76	65	63	51	87	81	83	73	70	62	76	66
The number of students who lack basic skills	74	80	74	80	72	80	71	82	72	84	76	73
The number of students using drugs	64	59	58	50	69	67	75	58	57	60	62	56
The number of teenage pregnancies	59	48	46	37	69	59	58	55	55	48	63	44
The number of dropouts	44	39	30	30	54	50	43	46	40	38	47	35
Incidence of violence in and around schools	41	n/a	43	n/a	38	n/a	49	n/a	35	n/a	40	n/a
The number of students carrying handguns, knives and weapons to school	25	n/a	27	n/a	23	n/a	34	n/a	21	n/a	23	n/a
The number of teenage suicides	14	18	14	18	16	18	18	21	12	19	14	13
B A S E	518	820	240	407	309	453	116	137	159	399	243	284

Budget and Reform Issues

Most teachers do not agree that fund allocations in their districts are equitable. However, only a third agree that funds to serve children with special needs are too high. One-fifth (21%) of teachers agree that the allocation of funds across school districts in their states is equitable; four in five disagree (79%). The proportions vary little, despite the type of community where schools are located, the type of school in which they teach, the number of years of experience, and gender (differing by no more than 4%). Teachers in the South (25%) are more inclined to agree than those in other regions.

One-third (34%) of teachers agree that the proportion of funds in their school districts going to serve children with special needs is too high; 64% disagree. Not surprisingly, teachers in inner city schools (30%) — where students are more often faced with environmental pressures and family concerns that leave them ill prepared for the classroom — agree somewhat less with this statement than teachers in other urban areas (37%), as well as those in small towns (38%), rural areas (34%) or the suburbs (32%). Teachers in the South (29%) are less likely to agree than teachers in other regions. Male teachers (41%) are more inclined to feel this way than female teachers (31%). Two in five teachers in both junior high (40%) and high school (40%) agree that funds going to serve children with special needs are too high, compared to only 27% of elementary school teachers.

Table 2-9

ATTITUDES ABOUT FUND ALLOCATION

QUESTION: *Do you agree or disagree with the following statements?*

	AGREE	DISAGREE
	PERCENTAGE	
The proportion of funds in my district going to serve children with special needs is too high	34	64
I feel that the allocation of funds across school districts in my state is equitable	21	79

B A S E 1995:1011

Table 2-10
**ATTITUDES ABOUT FUND ALLOCATION:
BY REGION AND SIZE OF PLACE**
QUESTION: *Do you agree or disagree with the following statements?*

Base: % Who Agree

	TOTAL	REGION				SIZE OF PLACE				
		EAST	MID- WEST	SOUTH	WEST	INNER CITY	OTHER URBAN	SUB- URBAN	SMALL TOWN	RURAL
		P E R C E N T A G E								
I feel that the allocation of funds across school districts in my state is equitable	21	21	23	20	23	23	20		24	20
The proportion of funds in my district going to serve children with special needs is too high	34	27	40	40	25	27	37		41	31
B A S E	1011	523	240	309	95	159	757		301	710

Table 2-11
**ATTITUDES ABOUT FUND ALLOCATION:
BY TYPE OF SCHOOL, YEARS OF EXPERIENCE, AND GENDER**
QUESTION: *Do you agree or disagree with the following statements?*

Base: % Who Agree

	TOTAL	TYPE OF SCHOOL			YEARS OF TEACHING EXPERIENCE			GENDER	
		ELEMEN- TARY	JUNIOR HIGH	HIGH SCHOOL	LESS THAN 10	5 - 9	10 OR MORE	MALE	FEMALE
		P E R C E N T A G E							
I feel that the allocation of funds across school districts in my state is equitable	21	19	17	25	21	21	21	22	19
The proportion of funds in my district going to serve children with special needs is too high	34	38	37	29	35	30	37	38	34
B A S E	1011	197	278	340	196	148	98	271	216

Teachers' Views of Immigration Legislation (Proposition 187)

California has recently passed legislation requiring that children must be documented residents before being permitted to attend public schools; the legislation is commonly known as "Prop 187."

Teachers outside California are very clear where they stand on the possible effects of legislation similar to Proposition 187 on their ability to teach: three-quarters (72%) say it would have no effect at all. Teachers in inner city schools (61%) and other urban area schools (65%) are less inclined to feel this way than those in the suburbs (70%), rural areas (75%) or small towns (79%).

In California, where this legislation was passed by voters (although it was enjoined in November 1994), opinions are not so distinct. While a plurality of 47% says the legislation will have no effect at all on their ability to teach, one in three (33%) say it will have a negative effect, and one in five (19%) a positive one. Teachers in rural California (70%) are considerably more likely than others to say the legislation will have no effect at all. Those in small towns (40%) and the suburbs (39%) are more likely to say it will have a negative effect. Suburban teachers are also likely to say it will have a positive effect (26%), suggesting that teachers in the suburbs are the most ambivalent about the potential effects of the legislation.

Table 2-12

EFFECT OF PROPOSITION 187 ON ABILITY TO TEACH

QUESTION: *You are probably aware of California's Proposition 187, the recent legislation requiring that children must be documented residents before being permitted to attend public schools. In your opinion, what type of effect do you think Proposition 187 will have on your ability to teach — a positive effect, negative effect, or no effect at all?*

QUESTION: *If similar legislation was passed in your state, what type of effect do you think it would have on your ability to teach — a positive effect, negative effect, or no effect at all?*

	OUTSIDE CALIFORNIA						CALIFORNIA ONLY					
	SIZE OF PLACE						SIZE OF PLACE					
	TOTAL	INNER CITY	OTHER URBAN	SUB-URBAN	SMALL TOWN	RURAL	TOTAL	INNER CITY	OTHER URBAN	SUB-URBAN	SMALL TOWN	RURAL
P E R C E N T A G E												
Positive Effect	14	20	8	14	13	12	19	14	15	26	20	10
Negative Effect	12	18	24	13	7	11	33	24	31	39	40	20
No Effect At All	72	61	65	70	79	75	47	62	54	35	35	70
B A S E	916	127	85	240	255	206	95	21	13	31	20	10

Strengthening the Quality of Education

As the challenges and problems that teachers confront at school have changed over the past decade, so have their views about how the quality of education can be strengthened. Growing concerns about violence and changes in the academic needs of students are reflected in teachers' views about the suggested actions that might positively impact the quality of education. Based on overall experiences at their schools, most teachers believe that emphasizing school discipline, basic skills and broadening the curriculum would have a positive effect on education in general. Majorities also believe there would be positive outcomes as a result of tightening graduation requirements, establishing minimum competency tests and increasing the amount of homework required of students.

A vast majority of teachers believe emphasizing school discipline and safety would have either a strongly (75%) or somewhat (22%) positive effect on education in general. Since 1984, there has been a considerable increase in the number of teachers who feel this suggestion would have a strongly positive effect, from 60% to 75%. No other suggested action has gained support to this extent. According to a majority of teachers, emphasizing basic skills, such as reading, writing, and math, would also have a strong (70%) or somewhat (26%) positive effect on education in general. This has changed only slightly since 1984, when 74% felt strongly positive and 23% were somewhat positive about this suggestion. Regardless of region, size of community, type of school in which they teach, years of experience or gender, no less than 94% of teachers say emphasizing school discipline and safety would have a positive effect.

Broadening the curriculum to include such things as computer literacy and foreign languages also is a popular suggestion for improving the quality of education, with 58% of teachers feeling it would have a strongly positive effect (up from 49% in 1984) and 36% a somewhat positive effect. Nine in ten teachers feel broadening the curriculum in these ways would have a positive effect, regardless of region, size of community, type of school in which they teach, years of experience or gender.

OBSERVATION: *This shift may be a reflection of the exponential growth in the day-to-day-use of computer technology and the new wave of immigration into the country, two trends that are particularly noticeable to teachers and which have greatly diversified the public school population over the past decade.*

Tightening graduation requirements to include more academically stringent subjects would have either a strongly (38%) or somewhat (42%) positive effect on education according to four in five teachers. In 1984, 50% of teachers felt it would be strongly positive and 41% thought it would be somewhat positive. There are differences among teachers' views on tightening graduation requirements in this manner. Teachers in the West (74%) are less likely to feel it will have a positive effect than those in the Midwest (80%), South (82%) or East (86%). Elementary school teachers (84%) are more likely to consider this suggestion as positive than are teachers in junior high (79%) or high school (75%).

Eight in ten teachers believe that establishing minimum competency tests for students at predetermined grade levels would have a strongly (31%) or somewhat (46%) positive effect on education in general, a decline of 11% since 1984 for those who feel the effect would be strongly positive. High school (85%) and junior high (81%) teachers are more likely to feel this suggestion would have a positive effect than elementary school teachers (73%). Teachers in the East (84%) are more inclined to feel this way than those in other regions of the country.

Three out of five teachers feel it would have either a strongly (14%) or somewhat (48%) positive effect on education in general to increase the amount of homework required by students. However, since 1984, there has been an increase from 24% to 36% of teachers who feel increasing homework would have a *somewhat negative* effect. Teachers with five to nine years' experience (56%) are less likely to think it will have a positive effect than those with less (60%) or more (64%) experience.

Table 2-13
WHETHER SUGGESTED CHANGES WILL HAVE A POSITIVE EFFECT ON EDUCATION IN GENERAL

QUESTION: *Based on your overall experience at your school, and whether or not your school already has such a policy, please tell me whether you think each suggestion would have a strongly positive effect, a somewhat positive effect, a somewhat negative effect, or a strongly negative effect on education in general. (READ EACH ITEM)*

	STRONGLY POSITIVE		SOMEWHAT POSITIVE		SOMEWHAT NEGATIVE		STRONGLY NEGATIVE	
	'95	'84	'95	'84	'95	'84	'95	'84
	P E R C E N T A G E							
Emphasize basic skills, such as reading, writing and math	70	74	26	23	3	2	1	*
Emphasize school discipline and safety	75	60	22	35	2	3	1	1
Broaden the curriculum to include such things as computer literacy and foreign languages	58	49	36	43	4	6	1	1
Tighten graduation requirements to include more academically stringent subjects	38	50	42	41	15	7	2	1
Establish minimum competency tests for students at predetermined grade levels	31	42	46	45	16	9	4	3
Increase the amount of homework required of students	14	18	48	56	29	20	7	4
B A S E 1995:1011 1984:1981								

*Less than 0.5%

Table 2-14

WHETHER SUGGESTED CHANGES WILL HAVE A POSITIVE EFFECT ON EDUCATION
IN GENERAL: BY REGION AND SIZE OF PLACE

QUESTION: *Based on your overall experience at your school, and whether or not your school already has such a policy, please tell me whether you think each suggestion would have a strongly positive effect, a somewhat positive effect, a somewhat negative effect, or a strongly negative effect on education in general. (READ EACH ITEM)*

	"STRONGLY POSITIVE" OR "SOMEWHAT POSITIVE" EFFECT							
	TOTAL TEACHERS	REGION				SIZE OF PLACE		
		EAST	MIDWEST	SOUTH	WEST	CITY	SUBURB	RURAL
		'95 '84	'95 '84	'95 '84	'95 '84	'95 '84	'95 '84	'95 '84
		P E R C E N T A G E						
Emphasize basic skills, such as reading, writing and math	96 97	95 97	96 98	97 97	93 92	93 96	95 96	96 98
Emphasize school discipline and safety	96 95	96 96	97 96	97 96	94 92	95 94	96 95	96 96
Broaden the curriculum to include such things as computer literacy and foreign languages	94 92	93 94	95 93	94 92	95 88	92 92	94 91	95 93
Tighten graduation requirements to include more academically stringent subjects	81 91	86 92	80 91	82 92	74 90	78 93	79 91	81 91
Establish minimum competency tests for students at predetermined grade levels	78 87	84 88	76 85	77 88	76 88	78 91	76 88	78 84
Increase the amount of home work required of students	62 73	66 75	59 78	62 69	64 70	64 78	63 73	60 70
B A S E	1011 1981	197 684	278 414	340 602	196 281	246 551	271 869	216 561

Table 2-15

WHETHER SUGGESTED CHANGES WILL HAVE A POSITIVE EFFECT ON EDUCATION IN GENERAL: BY TYPE OF SCHOOL, EXPERIENCE, AND GENDER

QUESTION: *Based on your overall experience at your school, and whether or not your school already has such a policy, please tell me whether you think each suggestion would have a strongly positive effect, a somewhat positive effect, a somewhat negative effect, or a strongly negative effect on education in general. (READ EACH ITEM)*

"STRONGLY POSITIVE" OR "SOMEWHAT POSITIVE" EFFECT										
	TOTAL	TYPE OF SCHOOL			EXPERIENCE			GENDER		
		ELEMEN- TARY	JUNIOR HIGH	HIGH SCHOOL	LESS THAN 5 YEARS	5-9 YEARS	10 YEARS OR MORE	MALE	FEMALE	
		'95 '84	'95 '84	'95 '84	'95 '84	'95 '84	'95 '84	'95 '84	'95 '84	
P E R C E N T A G E										
Emphasize basic skills, such as reading, writing and math	96 97	95 97	96 97	95 95	97 96	97 96	95 97	96 97	95 97	
Emphasize school discipline and safety	96 95	97 95	96 95	95 95	100 96	96 95	96 95	96 94	96 96	
Broaden the curriculum to include such things as computer literacy and foreign languages	94 92	94 89	95 96	95 93	93 93	97 93	94 92	93 93	95 92	
Tighten graduation requirements to include more academically stringent subjects	81 91	84 92	79 92	75 90	82 91	81 90	80 91	79 91	81 92	
Establish minimum competency tests for students at predetermined grade levels	78 87	73 85	81 90	85 88	76 93	74 84	79 87	81 90	76 86	
Increase the amount of home-work required of students	62 73	60 68	61 77	66 80	60 72	56 70	64 74	70 79	59 70	
B A S E	1011 1981	523 972	240 375	309 491	95 142	159 326	757 1513	301 685	710 1296	

CHAPTER 3: STRENGTHENING THE PROFESSION**Establishing Standards**

Three-quarters of teachers favor the current system for establishing professional standards, which allows individual states to set standards and define certification requirements for teachers. However, support for a state-directed system of establishing teacher standards and certification varies based on the type of community where teachers work. Inner city teachers (63%) are considerably less likely than small town teachers (80%) to favor the current system. Teachers in rural areas (75%), other urban areas (71%) and suburbs (70%) fall between these two extremes. Male teachers (78%) are more likely than female teachers (71%) to agree that the job of establishing teacher standards and certification belongs to individual states.

Half (52%) of public school teachers agree that having a national teachers' examination will provide a sense that there are definable standards of excellence in teaching (47% disagree). The idea of a national teachers' examination has sparked debate in the profession for many years, so it is not surprising to find ambivalent support. There are differences among teachers in different communities. Teachers in the inner city (60%) are considerably more likely to agree that a national teachers' examination will provide definable teaching standards, compared to less than half (48%) of suburban teachers. Those in other urban areas (54%), rural areas (53%) and small towns (51%) fall between these two extremes. Female teachers (55%) are more inclined than male teachers (46%) to believe that having a national teachers' examination will help define standards of excellence in teaching.

Table 3-1**VIEWS ON ESTABLISHING STANDARDS FOR THE TEACHING PROFESSION****QUESTION:** *Do you agree or disagree with the following statements?*

Base: % Who Agree

	TOTAL	SIZE OF PLACE					GENDER	
		INNER CITY	OTHER URBAN	SUBURBAN	SMALL TOWN	RURAL	MALE	FEMALE
		P E R C E N T A G E						
The job of establishing teacher standards and certification belongs to the individual states	73	63	71	70	80	75	78	71
Having a national teachers' examination will provide a sense that there are definable standards of excellence in teaching	52	60	54	48	51	53	46	55
B A S E	1011	148	98	271	275	216	301	710

Evaluating Suggested Changes for Improving the Profession

America's teachers have definite opinions on what will or will not have a positive effect on the quality of teaching in public schools. Large majorities believe providing incentives to encourage students to go into teaching (92% in 1995, 94% in 1984), making it easier to remove incompetent teachers (89% in 1995, 84% in 1984), and requiring competency tests for certification (86% in 1995, 82% in 1984) would have a positive effect on the quality of teaching. Smaller majorities feel it would have a positive effect to require periodic re-testing of teachers in specific subjects (62% in 1995, 57% in 1984) and to set higher salaries for teachers who specialize in subjects in which there are teacher shortages (56% in 1995, a plurality of 50% in 1984). Three in five teachers (59% in 1995; 61% in 1984) think it would have a negative effect to allow school districts to hire talented people who are *not* certified teachers. However, two in five (39%; 37% in 1984) teachers continue to agree that allowing school districts to hire talented people who are *not* certified teachers would have a positive effect.

OBSERVATION: *It is interesting to note that support for competency testing for both students and teachers has declined since 1984.*

Teachers in different regions of the country have varied views about these suggestions for reform. In the East (91%), they are more likely than in the West (80%) to think requiring teachers to take competency tests before certification would have a positive impact. Since 1984, more teachers in both the East and South are likely to feel this way. Teachers in the South (68%) are considerably more likely than in any other region to support setting higher salaries for teachers who teach in science and math or other areas in which there are teacher shortages, and the South is the only region where there is a significant increase since 1984 in the proportion of teachers who feel this way. Teachers in rural areas are supportive of setting higher salaries for scarce teachers (63%), compared to those in cities (57%) or in the suburbs (49%). Also, only for teachers in rural areas has there been an increase in the proportion who support this suggestion, from 50% in 1984 to 63% in 1995. However, teachers in rural areas (57%) are less likely than those in the suburbs (61%) or cities (66%) to support periodic re-testing of teachers in their subject matter. Only city teachers have seen an increase in the proportion who support this, from 55% in 1984 to 66% in 1995.

Teachers of different grade levels, for the most part, share similar views about suggestions for reform. However, while all large majorities, junior high teachers (93%) are more inclined than elementary (88%) or high school (88%) teachers to think it would have a positive effect on the quality of teaching to make it easier to remove incompetent teachers.

Teachers with ten or more years of experience are less inclined than teachers with fewer years of experience to say that setting higher salaries for scarce teachers and requiring periodic testing of teachers would have a positive effect on the quality of teaching in America's public schools.

Table 3-2
WHETHER SUGGESTED CHANGES WILL HAVE A POSITIVE EFFECT ON THE QUALITY OF TEACHING

QUESTION: *Again, based on your overall experience at your school, and whether or not your school already has such a policy, please tell me whether you think each suggestion would have a strongly positive effect, a somewhat positive effect, a somewhat negative effect, or a strongly negative effect on the quality of teaching in America's public schools.*

	STRONGLY POSITIVE		SOMEWHAT POSITIVE		SOMEWHAT NEGATIVE		STRONGLY NEGATIVE	
	'95	'84	'95	'84	'95	'84	'95	'84
	P E R C E N T A G E							
Provide special incentives to encourage outstanding students to go into teaching	49	51	43	43	5	5	1	1
Make it easier for incompetent teachers to be removed	54	52	35	32	8	10	3	4
Require teachers to take competency tests before certification	42	42	44	40	8	11	4	6
Set higher salaries for teachers who teach in science and math or other areas in which there are teacher shortages	23	21	33	29	25	26	18	23
Require periodic retesting of teachers in their subject matter	16	15	46	42	24	25	14	17
Allow school districts to hire talented people who are not certified teachers	11	9	28	28	31	29	28	32

B A S E 1995:1011 1984:1981

Table 3-3

WHETHER SUGGESTED CHANGES WILL HAVE A POSITIVE EFFECT ON THE QUALITY OF TEACHING: BY REGION AND SIZE OF PLACE

QUESTION: *Again, based on your overall experience at your school, and whether or not your school already has such a policy, please tell me whether you think each suggestion would have a strongly positive effect, a somewhat positive effect, a somewhat negative effect, or a strongly negative effect on the quality of teaching in America's public schools.*

	TOTAL TEACHERS	"AGREE STRONGLY" OR "AGREE SOMEWHAT"						
		REGION				SIZE OF PLACE		
		EAST	MIDWEST	SOUTH	WEST	CITY	SUBURB	RURAL
		'95 '84	'95 '84	'95 '84	'95 '84	'95 '84	'95 '84	'95 '84
		P E R C E N T A G E						
Provide special incentives to encourage outstanding students to go into teaching	91 93	93 92	92 94	93 94	86 93	91 92	89 93	94 94
Make it easier for incompetent teachers to be removed	89 85	93 83	85 85	91 86	86 85	88 82	90 86	87 85
Require teachers to take competency tests before certification	86 82	91 80	84 85	88 82	80 80	85 84	87 80	85 84
Set higher salaries for teachers who teach in science and math or other areas in which there are teacher shortages	56 50	49 50	47 44	68 57	55 47	57 50	49 50	63 50
Require periodic retesting of teachers in their subject matter	62 57	68 55	66 61	56 53	60 58	66 55	61 56	57 59
Allow school districts to hire talented people who are not certified teachers	39 38	37 41	30 34	45 36	43 42	45 39	35 38	38 36
B A S E	1011 1981	197 684	278 414	340 602	196 281	246 551	271 869	216 561

Table 3-4

WHETHER SUGGESTED CHANGES WILL HAVE A POSITIVE EFFECT ON THE QUALITY OF TEACHING: BY TYPE OF SCHOOL, EXPERIENCE, AND GENDER

QUESTION: *Again, based on your overall experience at your school, and whether or not your school already has such a policy, please tell me whether you think each suggestion would have a strongly positive effect, a somewhat positive effect, a somewhat negative effect, or a strongly negative effect on the quality of teaching in America's public schools.*

	STRONGLY OR SOMEWHAT POSITIVE																	
	TYPE OF SCHOOL						EXPERIENCE			GENDER								
	TOTAL		ELEMENTARY		JUNIOR HIGH		HIGH SCHOOL		LESS THAN 5 YEARS		5-9 YEARS		10 YEARS OR MORE		MALE		FEMALE	
	'95	'84	'95	'84	'95	'84	'95	'84	'95	'84	'95	'84	'95	'84	'95	'84	'95	'84
P E R C E N T A G E																		
Provide special incentives to encourage outstanding students to go into teaching	91	93	91	93	91	95	90	93	94	95	92	92	91	93	93	94	91	93
Make it easier for incompetent teachers to be removed	89	85	88	84	93	85	88	85	92	90	91	87	88	84	87	86	89	84
Require teachers to take competency tests before certification	86	82	85	79	90	86	87	84	87	90	86	79	86	82	85	85	87	80
Set higher salaries for teachers who teach in science and math or other areas in which there are teacher shortages	56	50	57	53	57	48	55	48	72	65	60	61	54	48	59	51	55	50
Require periodic retesting of teachers in their subject matter	62	57	61	54	64	59	61	61	68	72	70	61	59	54	66	59	60	55
Allow school districts to hire talented people who are not certified teachers	39	38	41	36	38	41	39	38	35	38	44	40	38	37	39	41	39	36
BASE	1011	1981	223	972	240	375	309	491	95	142	159	326	757	1513	301	685	710	1296

CHAPTER 4: WHY TEACHERS THINK ABOUT LEAVING

Who Thinks of Leaving Teaching

On the whole, teachers are less likely to say they have seriously considered leaving teaching now than they were in 1985. Of those that have considered it, only one in four say it is either fairly or very likely they will leave for another profession in the next five years. Teachers in the East, South, and West have seen considerable decreases since 1985 in the proportions who say they have considered leaving; only in the Midwest has the number remained constant (42% in 1995 vs. 46% in 1985).

Two in five (41%) teachers have, at some time in their careers, seriously considered leaving the profession for another occupation, a 10% decrease from 51% in 1985. With this proportion declining over the past decade, it is not surprising that only one in four (24%) report they are likely to leave teaching for some other profession in the next five years. Fully half (51%) currently say they are not at all likely to leave teaching for another profession in the next five years (47% in 1985), and 24% say they are not too likely (26% in 1985). Majorities say they have not considered leaving, regardless of the region in which they teach, the size of their communities, years of experience, gender or type of schools in which they teach. As would be expected, teachers who are very satisfied with their careers (26%) are the least likely to have considered leaving, compared to those who are somewhat satisfied (52%) or dissatisfied (75%).

Table 4-1

WHO THINKS ABOUT LEAVING TEACHING: BY REGION

QUESTION: *Have you ever seriously considered leaving teaching to go into some other occupation?*

QUESTION: *Within the next 5 years, how likely is it that you will leave the teaching profession to go into some different occupation — very likely, fairly likely, not too likely, or not at all likely?*

	TOTAL TEACHERS		REGION							
			EAST		MIDWEST		SOUTH		WEST	
	'95	'85	'95	'85	'95	'85	'95	'85	'95	'85
P E R C E N T A G E										
EVER SERIOUSLY CONSIDERED LEAVING:										
Yes, Considered	41	51	37	52	42	46	41	52	41	56
No, Not Considered	59	49	63	48	58	54	59	47	58	44
LIKELY TO LEAVE WITHIN THE NEXT 5 YEARS:										
Very Likely	12	12	13	13	11	10	14	13	12	15
Fairly Likely	12	14	12	15	12	12	13	16	12	14
Not Too Likely	24	26	15	29	28	27	25	24	22	27
Not At All Likely	51	47	59	43	49	50	48	48	53	44
B A S E	1011	1848	197	676	278	254	340	325	196	591

Table 4-2
WHO THINKS ABOUT LEAVING TEACHING: BY SIZE OF PLACE

QUESTION: *Have you ever seriously considered leaving teaching to go into some other occupation?*

QUESTION: *Within the next 5 years, how likely is it that you will leave the teaching profession to go into some different occupation — very likely, fairly likely, not too likely, or not at all likely?*

	TOTAL TEACHERS		SIZE OF PLACE									
			INNER CITY		OTHER URBAN		SUBURB		SMALL TOWN		RURAL	
	'95	'85	'95	'85	'95	'85	'95	'85	'95	'85	'95	'85
P E R C E N T A G E												
EVER SERIOUSLY CONSIDERED LEAVING:												
Yes, Considered	41	51	47	56	49	53	39	51	40	50	37	50
No, Not Considered	59	49	53	44	50	47	61	49	60	50	63	49
LIKELY TO LEAVE WITHIN THE NEXT 5 YEARS:												
Very Likely	12	12	15	17	15	16	13	13	14	12	7	9
Fairly Likely	12	14	18	19	15	20	10	12	9	13	14	13
Not Too Likely	24	26	24	20	17	24	23	27	23	27	26	29
Not At All Likely	51	47	43	45	51	40	54	47	53	48	52	48
B A S E	1011	1846	148	264	98	231	271	528	275	478	216	340

Table 4-3**WHO THINKS ABOUT LEAVING TEACHING: BY TYPE OF SCHOOL**

QUESTION: *Have you ever seriously considered leaving teaching to go into some other occupation?*

QUESTION: *Within the next 5 years, how likely is it that you will leave the teaching profession to go into some different occupation — very likely, fairly likely, not too likely, or not at all likely?*

	TOTAL TEACHERS		TYPE OF SCHOOL					
			ELEMENTARY		JUNIOR HIGH		HIGH SCHOOL	
	'95	'85	'95	'85	'95	'85	'95	'85
P E R C E N T A G E								
EVER SERIOUSLY CONSIDERED LEAVING:								
Yes, Considered	41	51	37	46	43	59	46	60
No, Not Considered	59	49	62	54	57	41	54	40
LIKELY TO LEAVE WITHIN THE NEXT 5 YEARS:								
Very Likely	12	12	12	11	14	15	13	15
Fairly Likely	12	14	11	13	10	17	16	14
Not Too Likely	24	26	22	25	27	26	24	32
Not At All Likely	51	47	54	50	49	42	47	39
B A S E	1011	946	523	1124	240	407	309	453

Table 4-4**WHO THINKS ABOUT LEAVING TEACHING: BY EXPERIENCE AND GENDER****QUESTION:** *Have you ever seriously considered leaving teaching to go into some other occupation?***QUESTION:** *Within the next 5 years, how likely is it that you will leave the teaching profession to go into some different occupation — very likely, fairly likely, not too likely, or not at all likely?*

	TOTAL TEACHERS '95 '85	EXPERIENCE				GENDER	
		LESS THAN 5 YEARS '95 '85	5-9 YEARS '95 '85	10-19 YEARS '95 '85	20 YEARS OR MORE '95 '85	MALE '95 '85	FEMALE '95 '85
		P E R C E N T A G E					
EVER SERIOUSLY CONSIDERED LEAVING:							
Yes, Considered	41 51	42 38	39 57	43 54	40 46	50 67	37 45
No, Not Considered	59 49	58 62	61 43	57 46	60 54	50 32	63 55
LIKELY TO LEAVE WITHIN THE NEXT 5 YEARS:							
Very Likely	12 12	13 10	7 13	8 8	17 20	15 17	11 10
Fairly Likely	12 14	23 9	13 16	11 17	11 10	11 16	13 13
Not Too Likely	24 26	21 29	34 35	32 29	15 17	24 30	24 25
Not At All Likely	51 47	43 50	45 36	49 45	57 53	50 36	52 51
B A S E	1011 1846	95 88	159 252	302 894	455 610	301 591	710 1255

Table 4-5

TEACHERS WHO THINK ABOUT LEAVING TEACHING:
BY DEGREE OF CAREER SATISFACTION

QUESTION: *Have you ever seriously considered leaving teaching to go into some other occupation?*

QUESTION: *Within the next 5 years, how likely is it that you will leave the teaching profession to go into some different occupation — very likely, fairly likely, not too likely, or not at all likely?*

		SATISFACTION WITH TEACHING AS A CAREER							
		TOTAL TEACHERS		VERY SATISFIED		SOMEWHAT SATISFIED		DISSATISFIED	
		'95	'85	'95	'85	'95	'85	'95	'85
P E R C E N T A G E									
EVER SERIOUSLY CONSIDERED LEAVING:									
Yes, Considered	41	51	26	29	52	59	75	86	
No, Not Considered	59	49	74	71	48	40	25	14	
LIKELY TO LEAVE WITHIN THE NEXT 5 YEARS:									
Very Likely	12	12	7	7	12	10	38	28	
Fairly Likely	12	14	6	6	18	17	23	28	
Not Too Likely	24	26	21	20	31	35	15	27	
Not At All Likely	51	47	66	67	38	38	24	18	
B A S E	1011	1846	548	785	338	652	123	433	

The Impact of Job Stress on Leaving Teaching

The more often teachers feel job stress, the more likely they are to consider leaving teaching for another profession. Half (51%) the teachers who say they feel job stress several days a week or more say they have seriously considered leaving, compared to 39% of those who feel stress once or twice a week and 30% who feel under stress less than once a week or never. But regardless of their present experiences, these proportions are considerably lower than in 1985, when 63% of teachers who felt stress several days a week, 49% who felt it only once or twice a week and 39% who felt stress less than once a week or never said they seriously considered leaving the profession.

Similarly, teachers who tend to feel stress on a fairly frequent basis are more likely than others to say they are very likely to leave the teaching profession for a different occupation within the next five years — 18% of those who feel stress several times a week or more express such intentions, compared to 10% who feel stress once or twice a week and 8% of those who feel stress less than once a week or never. Still, pluralities or majorities, regardless of the degree of stress they experience at school, indicate they are not at all likely to leave their profession for another within the next five years.

Despite the ongoing and often worsening problems that teachers face in the classroom, two-thirds (65%) say they feel under great stress no more than once or twice a week, virtually the same proportion as a decade ago (64%). However, one in five (19% in 1995, 20% in 1985) continue to feel under great stress several days a week, and one in six (consistently 16% today and a decade ago) feel it almost every day. These experiences are relatively consistent, regardless of the type of school in which they teach, years of experience, region or community.

Overcrowded classes remain closely related to job stress among elementary school teachers. Those who say overcrowded classes are a very serious problem (24%) are more likely than others to experience great stress almost every day (23% in 1985). Secondary teachers who say that the number of students lacking basic skills is a very serious problem (21%) also are more likely than others to feel under great stress almost every day (exactly the same proportion in 1985). As noted earlier, both these problems are more acute among urban public school teachers than among teachers in suburban or rural schools.

Table 4-6

TEACHERS WHO THINK ABOUT LEAVING TEACHING: BY FREQUENCY OF JOB STRESS

QUESTION: *Have you ever seriously considered leaving teaching to go into some other occupation?*

QUESTION: *Within the next 5 years, how likely is it that you will leave the teaching profession to go into some different occupation — very likely, fairly likely, not too likely, or not at all likely?*

	TOTAL TEACHERS		FREQUENCY OF FEELING UNDER GREAT JOB STRESS					
			SEVERAL DAYS A WEEK OR MORE		ONCE OR TWICE A WEEK		LESS THAN ONCE A WEEK OR NEVER	
	'95	'85	'95	'85	'95	'85	'95	'85
P E R C E N T A G E								
EVER SERIOUSLY CONSIDERED LEAVING:								
Yes, Considered	41	51	51	63	39	49	30	39
No, Not Considered	59	49	49	37	61	51	70	61
LIKELY TO LEAVE WITHIN THE NEXT 5 YEARS:								
Very Likely	12	12	18	16	10	11	8	9
Fairly Likely	12	14	16	18	12	13	8	11
Not Too Likely	24	26	24	28	26	26	19	25
Not At All Likely	51	47	42	38	51	49	65	55
B A S E	1011	1846	354	700	382	618	275	526

Table 4-7

TEACHERS AND JOB STRESS: BY REGION

QUESTION: *Almost all people have some stress in their lives, but some have a great deal of stress. In your job as a teacher, how often do you feel under great stress — almost every day, several days a week, once or twice a week, less often than once a week, or never?*

	TOTAL TEACHERS		REGION							
			EAST		MIDWEST		SOUTH		WEST	
	'95	'85	'95	'85	'95	'85	'95	'85	'95	'85
	P E R C E N T A G E									
Almos Every Day	16	16	15	17	15	15	18	18	16	13
Several Days a Week	19	20	18	19	21	22	18	21	17	20
Once or Twice a Week	38	34	37	36	40	30	37	35	37	35
Less Often than Once a Week	24	27	24	26	22	31	24	24	26	29
Never	3	3	6	3	2	3	2	2	4	3
B A S E	1011	1846	197	676	278	254	340	325	196	591

Table 4-8

TEACHERS AND JOB STRESS: BY SIZE OF PLACE

QUESTION: *Almost all people have some stress in their lives, but some have a great deal of stress. In your job as a teacher, how often do you feel under great stress — almost every day, several days a week, once or twice a week, less often than once a week, or never?*

	TOTAL TEACHERS		SIZE OF PLACE									
			INNER CITY		OTHER URBAN		SUBURB		SMALL TOWN		RURAL	
	'95	'85	'95	'85	'95	'85	'95	'85	'95	'85	'95	'85
P E R C E N T A G E												
Almost Every Day	16	16	20	17	17	15	15	17	16	15	15	16
Several Days a Week	19	20	17	22	16	24	21	20	21	18	15	21
Once or Twice a Week	38	34	45	36	40	39	27	35	32	36	41	27
Less Often than Once a Week	24	27	17	21	19	18	25	25	26	29	27	34
Never	3	3	1	4	7	3	2	2	5	3	2	2
B A S E	1011	1846	148	264	98	231	271	528	275	478	216	340

Table 4-9

TEACHERS AND JOB STRESS: BY TYPE OF SCHOOL AND EXPERIENCE

QUESTION: *Almost all people have some stress in their lives, but some have a great deal of stress. In your job as a teacher, how often do you feel under great stress — almost every day, several days a week, once or twice a week, less often than once a week, or never?*

	TOTAL TEACHERS '95 '85	TYPE OF SCHOOL				EXPERIENCE		
		ELEMEN- TARY	JUNIOR HIGH	HIGH SCHOOL	LESS THAN 10 YEARS	10-19 YEARS	20 YEARS OR MORE	
		'95 '85	'95 '85	'95 '85	'95 '85	'95 '85	'95 '85	
P E R C E N T A G E								
Almost Every Day	16 16	18 15	19 15	12 16	11 14	13 14	21 19	
Several Days a Week	19 20	19 20	20 24	17 18	21 17	19 24	17 18	
Once or Twice a Week	38 34	39 34	36 30	37 36	42 34	41 36	33 30	
Less Often than Once a Wee	24 27	22 28	22 29	28 28	23 32	23 24	25 30	
Never	3 3	2 2	4 3	5 2	3 2	4 2	3 4	
B A S E	1011 1846	523 1124	240 407	309 453	254 340	302 894	455 610	

Table 4-10
TEACHERS AND JOB STRESS: BY SERIOUSNESS OF A TOP PROBLEM IN THEIR SCHOOL

QUESTION: *Almost all people have some stress in their lives, but some have a great deal of stress. In your job as a teacher, how often do you feel under great stress — almost every day, several days a week, once or twice a week, less often than once a week, or never?*

	ELEMENTARY TEACHERS SAYING THAT OVERCROWDED CLASS IS:						SECONDARY TEACHERS SAYING THAT THE NUMBER OF STUDENTS LACKING BASIC SKILLS IS:							
	TOTAL TEACHERS		VERY SERIOUS PROBLEM		SOMEWHAT SERIOUS PROBLEM		NOT VERY, NOT AT ALL SERIOUS PROBLEM		VERY SERIOUS PROBLEM		SOMEWHAT SERIOUS PROBLEM		NOT VERY, NOT AT ALL SERIOUS PROBLEM	
	'95	'85	'95	'85	'95	'85	'95	'85	'95	'85	'95	'85	'95	'85
P E R C E N T A G E														
Almost Every Day	16	16	24	23	16	16	16	12	21	21	14	12	10	17
Several Days a Week	19	20	19	18	20	20	18	20	13	21	22	22	15	18
Once or Twice a Week	38	34	32	36	38	35	43	33	42	30	36	35	36	29
Less Often than Once a Week	24	27	22	21	23	26	22	32	21	26	23	28	34	33
Never	3	3	3	1	2	3	2	3	3	2	5	3	4	2
B A S E	1011	1846	96	253	183	350	244	520	107	276	275	390	135	153

Reasons Teachers Cite for Thinking About Leaving

In 1985, inadequate salary was the most often mentioned reason teachers gave for making them consider leaving teaching. Eleven years later, it is still the most frequently mentioned reason, just to a lesser degree: in 1985, three in five (62%) teachers cited inadequate salaries; in 1995 it has decreased to two in five (41%). The most often mentioned item on the rise since 1985 is the lack of administrative support (from 14% to 25%). On the decline over the past decade are lack of respect or support from parents (from 21% to 14%), lack of motivation by students (from 11% to 6%) and paperwork (from 12% to 4%).

Table 4-11

WHAT MAKES TEACHERS THINK ABOUT LEAVING

QUESTION: *What were the main things that made you consider leaving teaching? Anything else?*

Base: Current Teachers Who Seriously Considered Leaving

	CURRENT TEACHERS WHO SERIOUSLY CONSIDERED LEAVING					
	TOTAL		MEN		WOMEN	
	'95	'85	'95	'85	'95	'85
	P E R C E N T A G E					
Inadequate, Low Salary	41	62	51	77	34	53
Lack of Administrative Support	25	14	27	11	24	15
Lack of Discipline by Students	18	21	14	19	20	23
Lack of Respect/Support from Parents	14	21	10	15	17	24
Society's Attitude Toward Teaching/ Lack of Respect or Support	9	7	12	5	8	8
Extracurricular Activities	7	n/a	4	n/a	8	n/a
Stress	7	8	5	7	7	9
Lack of Motivation by Students/Student Apathy	6	11	7	13	6	10
Lack of Respect from Students	6	6	7	5	5	7
Burnout	4	4	4	3	4	5
Paperwork	4	12	5	5	4	17
Long Hours	4	5	1	4	6	6
Overcrowding, Class Size	3	8	3	5	3	10
Lack of Supplies, Materials, Funds	3	6	1	5	3	7
Frustration (with the System)	2	5	1	5	3	5
Opportunity to do Something Else/ Wanted to Try Something New	2	7	1	6	3	7
B A S E	411	985	150	387	261	598

CHAPTER 5: WHY TEACHERS STAY IN TEACHING

Comparing Teaching With Other Professions

Teachers who have seriously considered changing professions were asked to compare teaching to the alternate occupations they considered on a series of factors. Overall, teaching compares more favorably to other occupations than it did eleven years ago. Control over one's own work — which teachers considered better in teaching by 31% in 1985 — is currently considered better in teaching by almost half of teachers (48%). At least seven in ten teachers rate job security (77%), vacation benefits (71%) and personal satisfaction (71%) as better in teaching than in the other occupations they have considered (compared to 69%, 68% and 65% in 1985, respectively). Over half currently rate the caliber of their colleagues (58%), the intellectual challenge (58%), retirement benefits (52%) and health insurance benefits (52%) as better in teaching than in other occupations — more than they did in 1985, when the proportions were 50%, 47%, 44% and 40%, respectively.

There are a number of items that teachers rate as better in occupations which they have considered as alternatives to teaching. For example, seven in ten teachers feel professional prestige (72%) and equipment they have to work with (71%) are better in other occupations. In addition, personal safety at the workplace is considered to be better in other occupations (40%) compared to teaching (37%). Despite considerable salary increases over the past decade, higher than the average among many service professions, majorities of teachers still (78%) perceive the salaries in other occupations to be better than in teaching. Overall, the perception has not changed; in 1985, 81% of teachers felt the salaries in other professions were higher than in teaching.

Reasons Teachers Decide to Stay in Teaching

Given the choices of job security and benefits, love of teaching or difficulty in finding another job, teachers who say they are not likely to leave teaching for another profession within the next five years are most likely to say that love of teaching (72%) is the reason they stay in the profession. Twenty-three percent would say it is for job security and benefits, and 4% because of difficulty in finding another job at a comparable level.

Table 5-1**1985 TEACHERS COMPARE TEACHING VERSUS OTHER OCCUPATIONS**

QUESTION: *We'd like you to rate some of the aspects of teaching compared to (OCCUPATION MENTIONED IN Q.14). From what you know, is/are the (READ EACH ITEM) better in teaching or better in (OCCUPATION MENTIONED IN Q.14)?*

Base: 714 Teachers Who Seriously Considered Leaving For Some Specific New Occupation

	BETTER IN TEACHING	BETTER IN OTHER OCCUPATION	SAME, NO DIFFERENCE (VOLUNTARY)	NOT SURE
ASPECTS IN WHICH TEACHING IS RATED BETTER OR EQUAL:	P E R C E N T A G E			
Job Security	69	19	9	3
Vacation Benefits	68	24	5	3
Personal Satisfaction	65	23	8	4
Caliber of the Colleagues You Work With	50	26	20	4
Intellectual Challenge	47	38	13	2
Retirement Benefits	44	38	8	11
Health Insurance Benefits	40	35	17	9
ASPECTS IN WHICH OTHER OCCUPATIONS ARE RATED BETTER:				
Total Number of Hours Worked Each Week	33	47	16	3
Your Control Over Your Own Work	31	57	9	3
Equipment You Have to Work With	17	68	11	5
Professional Prestige	18	74	6	3
Salary	12	81	5	3

Table 5-2**1995 TEACHERS COMPARE TEACHING VERSUS OTHER OCCUPATIONS**

QUESTION: *We'd like you to rate some of the aspects of teaching compared to the most recent job you were considering. From what you know, is/are the (READ EACH ITEM) better in teaching or better in the other occupation?*

Base: 411 Teachers Who Seriously Considered Leaving For Some Specific New Occupation

	BETTER IN TEACHING	BETTER IN OTHER OCCUPATION	SAME, NO DIFFERENCE (VOLUNTARY)	NOT SURE
ASPECTS IN WHICH TEACHING IS RATED BETTER OR EQUAL:				
	P E R C E N T A G E			
Job Security	77	13	8	2
Vacation Benefits	71	23	4	2
Personal Satisfaction	71	13	10	6
Caliber of the Colleagues You Work With	58	20	16	6
Intellectual Challenge	58	29	11	2
Retirement Benefits	52	34	7	8
Health Insurance Benefits	52	29	14	5
Your Control Over Your Own Work	48	42	7	3
ASPECTS IN WHICH OTHER OCCUPATIONS ARE RATED BETTER:				
Personal Safety at the Workplace	37	40	18	4
Total Number of Hours Worked Each Week	25	60	13	2
Professional Prestige	18	72	8	2
Equipment You Have to Work With	17	71	8	4
Salary	17	76	5	2

Table 5-3

REASONS TEACHERS DECIDE TO STAY IN TEACHING

QUESTION: *Of the following reasons, which one is the most important reason you are likely to stay in teaching? Is it because of the job security and benefits, your love of teaching, or the difficulty in finding another job at a comparable level?*

Base: Likely To Stay In Teaching

	YEARS OF TEACHING EXPERIENCE		
	TOTAL	LESS THAN 10	10 OR MORE
	P E R C E N T A G E		
Job Security and Benefits	23	10	27
Love of Teaching	72	88	66
Difficulty in Finding Another Job	4	2	5
B A S E	761	188	573

CHAPTER 6: PROFILE OF THE AMERICAN TEACHER: 1995 AND 1984

Teaching Experience

Teachers are staying in the profession considerably longer than they did a decade ago. Forty-five percent of teachers in the United States say they have worked as a teacher for 20 or more years. From 1984 to 1995, the proportion of teachers with 20 years or more experience has increased at all grade levels: elementary school teachers from 25% to 42%, junior high teachers from 29% to 43% and high school teachers from 31% to 49%. The median number of years teachers have worked in total is 18 years, an increase of 3.3 years since 1984.

A Teacher's Work Week

Majorities of teachers spend at least 46 hours in an average week on school-related responsibilities: inside the classroom, outside the classroom and at home. Thirty-five percent of teachers spend more than 55 hours per week on school-related activities; 14% spend 51 to 55 hours, and 30% spend 46 to 50 hours. Teachers in suburban schools spend a median of 55 hours per week on school-related activities, compared to 51 hours for teachers in rural schools and 50 hours for those in urban areas. Those with 10 years or more experience spend 50 hours per week, compared to a median of 54 hours for teachers with less than 10 years experience. Fifty-five hours per week is the median number of hours high school teachers spend on school-related responsibilities, four hours more than teachers in junior high (51 hours) or elementary (51 hours) schools.

Teachers at all grade levels spend a considerable number of hours each week on tasks not directly related to teaching students, such as paperwork and administrative responsibilities. Fifteen percent spend more than 20 hours per week, 14% spend 16 to 20 hours, 18% spend 11 to 15 hours, and 35% spend 5 to 10 hours. Only one in five (18%) teachers spends less than 5 hours a week on tasks not directly related to teaching students in the classroom. These time requirements are consistent for elementary, junior high and high school teachers.

Table 6-1
DISTRIBUTION OF TEACHERS BY YEARS TAUGHT

QUESTION: *Regardless of the types of schools you've taught in, for about how many years, in total, have you worked as a teacher?*

YEARS TAUGHT:	TYPE OF SCHOOL							
	TOTAL TEACHERS		ELEMENTARY		JUNIOR HIGH		HIGH SCHOOL	
	'95	'84	'95	'84	'95	'84	'95	'84
	P E R C E N T A G E							
Less than 5	9	8	10	7	11	9	8	8
5 to 9	16	19	19	20	13	15	15	17
10 to 14	14	25	16	25	15	28	13	23
15 to 19	15	21	13	23	19	18	15	20
20 or More	45	27	42	25	43	29	49	31
Median Years	18	14.7	17	14.6	17	14.6	19	15.5
B A S E	1011	1981	523	972	240	375	309	491

Table 6-2**NUMBER OF HOURS PER WEEK SPENT ON SCHOOL-RELATED RESPONSIBILITIES**

QUESTION: *In an average week, how many hours do you spend, in total, on school-related responsibilities — including all responsibilities in the classroom, any responsibilities outside the classroom, and any work you do at home?*

	TOTAL	YEARS OF TEACHING EXPERIENCE		TYPE OF SCHOOL			SIZE OF PLACE		
		LESS THAN 10	10 OR MORE	ELEMEN TARY	JUNIOR HIGH	HIGH SCHOOL	URBAN	SUBURBAN	RURAL
		P E R C E N T A G E							
Less than 40	9	8	12	12	8	9	10	10	8
41-45	12	10	12	11	15	9	17	10	11
46-50	30	20	30	31	28	29	30	28	32
51-55	14	15	13	16	9	14	13	15	11
More than 55	35	38	34	30	40	39	29	37	38
Median	50	54	50	51	51	55	50	55	51
B A S E	1011	254	757	523	240	309	246	271	216

Table 6-3

DISTRIBUTION OF TEACHERS BY HOURS WORKED

QUESTION: *Of the (READ NUMBER GIVEN IN Q.F1; IF "Not sure," READ "total") hours you spend in an average week on school-related responsibilities, how many hours would you say are on paperwork, administration, and other tasks not directly related to teaching students in your classes?*

	TOTAL TEACHERS	TYPE OF SCHOOL		
		ELEMEN- TARY	JUNIOR HIGH	HIGH SCHOOL
	P E R C E N T A G E			
Less than 5 Hours	18	17	19	20
5 to 10 Hours	35	36	34	33
11-15 Hours	18	18	18	18
16-20 Hours	14	15	12	13
More than 20 Hours	15	13	18	16
Median Hours	10	10	10	10
B A S E	1011	523	240	309

Demographic Profile

The teaching profession continues to be dominated by women; 70%, compared to 30% men. Male teachers are far more likely to work in high schools and junior highs than elementary schools. Since 1984, there has been a modest decrease in the proportion of male teachers from 34% to 30%. There has been no change in the proportion of female to male teachers in elementary schools over the past decade (85% to 15%). However, the proportion of male teachers in junior high and high schools has decreased from 42% to 35% in junior high schools and from 62% to 53% in high schools.

More teachers are remaining in the profession for longer periods of time than they were a decade ago, and as a result, the profession has aged. Currently, nearly eight in ten teachers are at least 35 years old, up from seven in ten in 1984. Over half (52%) are 35 to 49 years old (compared to 49% in 1984), and one-quarter (26%) are 50 to 64 (compared to 23% in 1984). The proportion of teachers 65 years and over remains steady at one percent.

The median age of teachers has increased at all grade levels: from 40.5 to 44 years old for elementary school teachers, from 39.5 to 44 years old for junior high teachers and from 41.7 to 46 years old for high school teachers.

As the workforce has gained experience, there has been an increase in teachers' household incomes over the past decade. Four times as many teachers report total 1994 household incomes of \$50,000 or more, 50% as compared to 13% in 1984.

There is little disparity among the household incomes of teachers working in different grade levels. In median dollars, junior high teachers report annual incomes of \$51,100 (up from \$32,600 in 1984), compared to \$50,900 for high school teachers (up from \$29,400 in 1984) and \$49,000 for elementary school teachers (up from \$29,800). Unlike many other professions where salaries are stagnating or showing only modest improvement, salary increases for elementary school teachers have been higher than the rate of inflation over the past decade.¹

The number of teachers with household incomes of \$40,000 or less has decreased. In 1984, one in five teachers (19%) had incomes of \$20,000 or less, compared to only one in fifty now (2%). The proportion of teachers with household incomes between \$20,001 and \$40,000 has declined by half, from 53% in 1984 to 28% currently.

The majority of teachers in the United States are white (89%). This is virtually unchanged since 1988 (90%). Six percent of teachers are black or African-American and 5% are Hispanic, also virtually unchanged over the past eleven years (from 7% and 4%, respectively).

¹Bureau of Labor Statistics from Census Bureau data

Inner city schools are more likely to have higher proportions of black or African-American teachers. Approximately one in eight (12%) city school teachers are black or African-American, compared to 3% each in suburban and rural areas.

OBSERVATION: *In all communities, these proportions are lower than the population in general and even lower than among public school students. Sixteen percent of third to twelfth grade students in urban schools are black or African-American, compared to 7% in the suburbs and 21% in rural areas, a finding from the 1993 MetLife report on Violence in America's Public Schools.*

Teachers' increasing faith in the public school system is evidenced by the rising number of teachers who send their own children to public schools. Since 1984, there has been a 21% increase in the number of teachers who have or had children in public school, from 43% to 64%. While the proportions are significantly smaller, there also has been an increase in those who send their children to private and parochial schools, from 7% to 11%.

Table 6-4

DISTRIBUTION OF TEACHERS BY GENDER

	TOTAL TEACHERS		TYPE OF SCHOOL						TOTAL WORKING PUBLIC	
	'95	'84	ELEMENTARY		JUNIOR HIGH		HIGH SCHOOL		'95	'84
			'95	'84	'95	'84	'95	'84		
	P E R C E N T A G E									
Male	30	34	15	15	35	42	53	62	54	56
Female	70	66	85	85	65	58	47	38	64	44
B A S E	1011	1981	523	972	240	375	309	491		

Table 6-5
DISTRIBUTION OF TEACHERS BY AGE
QUESTION: *How old are you?*

	TYPE OF SCHOOL							
	TOTAL TEACHERS		ELEMENTARY		JUNIOR HIGH		HIGH SCHOOL	
	'95	'84	'95	'84	'95	'84	'95	'84
	P E R C E N T A G E							
18-24 Years	2	1	2	2	2	1	2	1
25-34 Years	18	26	22	27	18	26	15	25
35-49 Years	52	49	52	47	56	48	53	51
50-64 Years	26	23	23	23	23	26	31	22
65 and Over	1	1	1	1	1	1	*	*
Median Years	44	40.5	44	40.5	44	39.5	46	41.7
B A S E	1011	1981	523	972	240	375	309	491

*Less than 0.5%

Table 6-6
DISTRIBUTION OF TEACHERS BY HOUSEHOLD INCOME

QUESTION: Which of the following income categories best describes your total 1994 household income? Was it (READ LIST)?

	TYPE OF SCHOOL							
	TOTAL TEACHERS		ELEMENTARY		JUNIOR HIGH		HIGH SCHOOL	
	'95	'84	'95	'84	'95	'84	'95	'84
	P E R C E N T A G E							
\$15,000 or Less	1	4	1	4	*	3	*	3
\$15,001-\$20,000	1	15	1	17	2	13	1	12
\$20,001-\$30,000	11	30	14	29	12	27	10	36
\$30,001-\$40,000	17	23	18	23	14	26	26	21
\$40,001-\$50,000	19	14	17	13	19	16	21	13
\$50,001 and Over	50	13	47	13	51	15	51	12
Median Income (In 000 of \$s)	\$50.3	\$30.0	\$49.0	\$29.8	\$51.1	\$32.6	\$50.9	\$29.4
B A S E	1011	1981	523	972	240	375	309	491

*Less than 0.5%

*U.S. Bureau of the Census, Statistical Abstract of the United States, 1984 edition, Household income of college graduates.

Table 6-7**DISTRIBUTION OF TEACHERS BY RACE****QUESTION:** *Are you of Hispanic origin or descent, or not?*

	1995	1988
	P E R C E N T A G E	
Yes, Hispanic	5	4
No, Not Hispanic	95	96
B A S E	1011	1208

QUESTION: *Do you consider yourself white, (ROTATE — black or African-American), Asian, Native American or some other race?*

	1995	1988
	P E R C E N T A G E	
White	89	90
Black/ African-American	6	7
Asian	1	*
Native American	1	n/a
Other Race	3	1
B A S E	1011	1208

*Less than 0.5%

Table 6-8
DISTRIBUTION OF TEACHERS BY RACE AND SIZE OF PLACE

QUESTION: *Do you consider yourself white, (ROTATE — black or African-American), Asian, Native American or some other race?*

	TOTAL		SIZE OF PLACE									
			INNER CITY		OTHER URBAN		SUBURB		SMALL TOWN		RURAL	
	'95	'88	'95	'88	'95	'88	'95	'88	'95	'88	'95	'88
	P E R C E N T A G E											
White	89	90	70	74	93	87	94	95	91	93	92	92
Black/African-American	6	7	17	21	5	9	3	4	3	6	3	6
Asian or Pacific Islander	1	*	3	—	1	—	*	*	1	*	*	*
Native American or Alaskan Native	1	n/a	1	n/a	—	n/a	—	n/a	1	n/a	1	n/a
Some Other Race	3	1	7	4	1	1	1	1	3	1	1	1
B A S E	1011	1028	148	133	98	109	271	280	275	418	216	265

*Less than 0.5%

Table 6-9
DISTRIBUTION OF TEACHERS BY TYPE OF SCHOOL THEIR CHILDREN ATTEND(ED)

1995 QUESTION: *Do/did your children attend public schools, private schools, or parochial schools?*

1984 QUESTION: *Do your children attend public schools, private schools, or parochial schools?*

	TOTAL TEACHERS		TYPE OF SCHOOL					
			ELEMENTARY		JUNIOR HIGH		HIGH SCHOOL	
	'95	'84	'95	'84	'95	'84	'95	'84
	P E R C E N T A G E							
Have Children in Public School	64	43	61	40	63	43	66	48
Have Children in Private/Parochial School	11	7	12	7	11	9	8	8
Children Not Old Enough/Too Old for School	7	25	8	27	6	24	4	24
B A S E	1011	1081	523	572	240	275	309	491

Appendix A:
METHODOLOGY

METHODOLOGY

The 1995 Metropolitan Life Survey of the American Teacher was conducted by Louis Harris and Associates for the Metropolitan Life Insurance Company between May 4 and June 11, 1995. The survey included a total of 1,011 fifteen minute telephone interviews with a nationally representative sample of current public school teachers throughout the continental United States. Harris drew a random sample of current public school teachers throughout the continental United States from a list of 2.8 million teachers compiled by Market Data Retrieval of Westport, Connecticut. Sample sizes for completed interviews were set for each state, based on statistics of public school teachers in each state published by the U.S. National Center of Education Statistics.

Each selected teacher was contacted at his or her school by telephone and invited to participate in the survey. If the teacher was not available a message was left, including a toll-free number to allow a return call.

Before being asked to complete the actual interview, each teacher was screened to ensure that he or she is currently working in a public school and teaches at least part-time in the classroom. Once a respondent passed the screen an appointment was made to telephone at a convenient time to complete the interview.

The sampling and interviewing procedures for this report duplicate the methods used in *The American Teacher 1984*, *The American Teacher 1985: Strengthening the Profession*, and *The American Teacher 1989: Preparing Schools for the 1990s*. All trend data relates to these previous reports from "The American Teacher" series.

Sample Disposition and Completion Rate for Teachers

The final sample disposition for this survey is shown in Table A-1. A total of 4,483 contacts were made to yield 1,011 completed interviews.

Of all the teachers who were contacted at their schools or with whom a message was left, 34.5% were willing to talk to a Louis Harris and Associates interviewer. Although there are a number of different methods by which response rates can be calculated, we arrived at this 34.5% figure by comparing the number of teachers we were able to reach to the complete list of teachers at their schools.

Of the teachers who were contacted by Louis Harris and Associates and who passed the screen, 78.3% completed an interview. We calculated this completion rate by dividing the number of completed interviews by the sum of (1) the number of completed interviews, (2) the number of interview refusals, (3) the number of interviews terminated within the course of the interview and (4) the number of teachers who were left to call back at the time the survey was completed.

With reference to Table A-1, the response rate and the completion rate have been calculated according to the following formulas:

$$\text{Response Rate} = \frac{A+E+F+H+I+J}{A+E+F+G+H+I+J} = \frac{1,365}{3,951} = 34.5\%$$

$$\text{Completion Rate} = \frac{A}{A+E+H+J} = \frac{1,011}{1,290} = 78.3\%$$

The disposition of all 4,483 contacts is provided in Table A-2 so that interested individuals may make their own calculations of response rate and completion rate.

Table A-1

FINAL SAMPLE DISPOSITION

	TOTAL
A. Completed Interviews	1,011
B. Nonworking Number	59
C. No Longer at School/Retired/Deceased/On Leave	395
D. No Answer or Busy (After Three Callbacks)	78
E. Interview Refused	45
F. Noneligible Respondent	75
G. Left Message at School (Never Called Back)	2,586
H. To Call Back (Study Completed Before Callback was Needed)	230
I. Language Barrier	—
J. Terminated Within Interview	4
K. TOTAL NUMBER OF CONTACTS	4,483

Table A-2
DISTRIBUTION OF THE SAMPLE OF TEACHERS

	1984	1995
	P E R C E N T A G E	
Sex:		
Male	673	301
Female	1308	719
Experience in Teaching:		
Less than 5 Years	158	95
5 - 9 Years	376	159
10 - 19 Years	912	302
20 Years or More	535	455
Type of School:		
Elementary	972	523
Junior High/Middle School	375	240
High school	491	309
Race:		
White	n/a	901
Black	n/a	55
Hispanic	n/a	51
Asian	n/a	10
School Location:		
Inner City	n/a	148
Other Urban	n/a	98
Suburban	n/a	271
Small Town	n/a	275
Rural	n/a	216
B A S E	1981	1011

CATI System Used in Interviews

The Harris CATI system — computer assisted telephone interviewing — was used for this survey. This system controls complicated skip patterns based on individual responses during the course of the interview, and it also allows consistency checks to be built in for key items. It furthermore reduces clerical error by eliminating the need for keypunching, since interviewers enter the respondents' answers directly into a computer terminal during the interview itself. For questions with precoded responses, the system only permits answers within a specified allowable range; for example, if a question has three possible answer choices (Yes, No, Not sure) the CATI system will only permit coded responses between one and three.

Reliability of Survey Percentages

The results from any sample survey are subject to sampling variation. The magnitude of this variation is measurable and is affected both by the number of interviews involved and by the level of the percentages expressed in the results.

Table A-3 shows the range of sampling variation that applies to percentage results for this survey. The chances are 95 in 100 that the survey results do not vary, plus or minus, by more than the indicated number of percentage points from the results that would have been obtained had interviews been conducted with all persons in the universe represented by the sample.

For example, if the response for a sample size of 300 is 30%, then in 95 out of 100 cases the response of the total population would be between 25% and 35%. Note that survey results based on subgroups of a small size can be subject to large sampling error.

Table A-3**APPROXIMATE SAMPLING TOLERANCES (AT 95% CONFIDENCE) TO USE IN EVALUATING
PERCENTAGE RESULTS APPEARING IN THIS REPORT**

NUMBER OF PEOPLE ASKED QUESTION ON WHICH SURVEY RESULT IS BASED	SURVEY PERCENTAGE RESULT AT 10% OR 90%	SURVEY PERCENTAGE RESULT AT 20% OR 80%	SURVEY PERCENTAGE RESULT AT 30% OR 70%	SURVEY PERCENTAGE RESULT AT 40% OR 60%	SURVEY PERCENTAGE RESULT AT 50%
2,000	1	2	2	2	2
1,500	2	2	2	2	3
1,000	2	2	3	3	3
900	2	3	3	3	3
800	2	3	3	3	3
700	2	3	3	4	4
600	2	3	4	4	4
500	3	4	4	4	4
400	3	4	4	5	5
300	3	5	5	6	6
200	4	6	6	7	7
100	6	8	9	10	10
50	8	11	13	14	14

Sampling tolerances are also involved in the comparison of results from different parts of the sample (subgroup analysis) or from different surveys. Table A-4 shows the percentage difference that must be obtained before a difference can be considered statistically significant. These figures, too, represent the 95% confidence interval.

For example suppose one group of 1,000 has a response of 37% "yes" to a question, and an independent group of 500 has a response of 29% "yes" to the same question, for an observed difference of 8 percentage points. According to the table, this difference is subject to a potential sampling error of 5 percentage points. Since the observed difference is greater than the sampling error, the observed difference is considered significant.

These errors account for sampling error only. Survey research is also susceptible to other errors, such as in data handling and in interviewer recording. The procedures followed by Louis Harris and Associates, including the CATI system described earlier, keep these kinds of errors to a minimum.

Table A-4

APPROXIMATE SAMPLING TOLERANCES (AT 95% CONFIDENCE) TO USE IN EVALUATING DIFFERENCES BETWEEN TWO PERCENTAGE RESULTS APPEARING IN THIS REPORT

APPROXIMATE SAMPLE SIZE OF TWO GROUPS ASKED QUESTION ON WHICH SURVEY RESULT IS BASED	SURVEY PERCENTAGE RESULT AT 10% OR 90%	SURVEY PERCENTAGE RESULT AT 20% OR 80%	SURVEY PERCENTAGE RESULT AT 30% OR 70%	SURVEY PERCENTAGE RESULT AT 40% OR 60%	SURVEY PERCENTAGE RESULT AT 50%
2,000 vs. 2,000	2	2	3	3	3
1,000 vs. 1,000	2	3	3	4	4
500 vs. 500	3	4	4	5	5
200 vs. 200	4	6	7	7	7
100 vs. 100	6	8	9	10	10
50 vs. 50	8	11	13	14	14
1,000 vs. 1,000	3	4	4	4	4
500 vs. 500	3	4	5	5	5
200 vs. 200	5	6	7	7	8
100 vs. 100	6	8	9	10	10
50 vs. 50	9	11	13	14	14
500 vs. 500	4	5	6	6	6
200 vs. 200	5	7	8	8	8
100 vs. 100	6	9	10	11	11
50 vs. 50	9	12	13	14	15
200 vs. 200	6	8	9	10	10
100 vs. 100	7	10	11	12	12
50 vs. 50	9	12	14	15	15
100 vs. 100	8	11	13	14	14
50 vs. 50	10	14	16	17	17
50 vs. 50	12	16	18	19	20

Appendix B:
THE QUESTIONNAIRE

LOUIS HARRIS AND ASSOCIATES, INC.
111 Fifth Avenue
New York, New York 10003

FOR OFFICE USE ONLY:

Questionnaire No.: _____
(1-5)

Study No. 952011
(108-113)
Date: May 4, 1995
FINAL

Card Number (6,7)

Sample Point No. / / / / / / / / / /
(524-530)

OLD PROBLEMS, NEW CHALLENGES

Time Started: _____ A.M./P.M.

Interviewer _____ ID. NO. _____ Date of Interview: _____

Area Code: _____ Telephone No. _____
(509-511) (512-518)

Hello, I'm _____, from Louis Harris and Associates, the national opinion polling and research firm located in New York. We are conducting a national survey among teachers to evaluate some of their attitudes toward the American educational system, and we would like to ask you a few questions.

(114(____ - 1

(IF NECESSARY)

This is the fifteenth in a series of surveys that Harris has conducted on the American teacher on behalf of the Metropolitan Life Insurance Company.

(IF NECESSARY)

The survey findings will be publicly released and we hope they foster a dialogue about teachers' views and concerns. Of course, as with all Harris surveys, the results will be reported in statistical form only -- as percentages -- your answers will remain confidential.

INTERVIEWER: ENTER FROM SAMPLE:

California (115(9 -1
Not California 91 -2

S1. Do you teach in an elementary school, a junior high school, or a high school? (MULTIPLE RECORD)

Elementary school (Grades K-6) (116(52 - 1
Junior high school (Grades 7-9) 24 - 2
High school (Grades 9-12 or 10-12) 31 - 3
Not sure - 4

SECTION A: EVALUATING SCHOOLS
SECTION B: SATISFACTION WITH TEACHING
SECTION C: IMPROVING THE QUALITY OF EDUCATION
SECTION D: BUDGET/REFORM ISSUES
SECTION E: FACTUALS

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A. EVALUATING SCHOOLS

A1. As you know, there has been much discussion recently about American education and especially about our primary and secondary public schools. Thinking about the public school in which you teach, how would you rate the quality of education in your school -- excellent, good, fair or poor?

Excellent (117(47 - 1
 Good 45 - 2
 Fair 6 - 3
 Poor 1 - 4
 Not sure * - 5

A2. I am going to read several criteria on which public schools can be judged. For each, please tell me whether you would rate your school excellent, good, fair, or poor. (**READ EACH ITEM**)

<u>ROTATE -- START AT "X"</u>	<u>Excellent</u>	<u>Good</u>	<u>Fair</u>	<u>Poor</u>	<u>Not Sure</u>
() 1. The quality of teachers in your school (118(<u>55</u> - 1	<u>41</u> - 2	<u>4</u> - 3	<u>*</u> - 4	<u>-</u> - 5	
() 2. Parental and community support for the school (119(<u>22</u> - 1	<u>38</u> - 2	<u>28</u> - 3	<u>11</u> - 4	<u>*</u> - 5	
() 3. Academic standards in your school (120(<u>40</u> - 1	<u>45</u> - 2	<u>14</u> - 3	<u>1</u> - 4	<u>*</u> - 5	
() 4. Funds available for use by your school (121(<u>11</u> - 1	<u>38</u> - 2	<u>33</u> - 3	<u>18</u> - 4	<u>1</u> - 5	
<u>READ LAST</u>					
() 5. The curriculum in general (122(<u>32</u> - 1	<u>53</u> - 2	<u>14</u> - 3	<u>1</u> - 4	<u>*</u> - 5	

A3. I am going to read some things that some people have said are *problems* with the public schools. After I read each one, please tell me if you think that problem is very serious, somewhat serious, not very serious, or not at all serious in the public school in which *you* teach. (READ EACH ITEM)

	Very Serious	Somewhat Serious	Not Very Serious	Not At All Serious	Not Sure
ROTATE -- START AT "X"					
IF TEACHER OF GRADES K-6 (ANSWERED					
"Elementary," OR "Not Sure," IN Q.S1) ASK:					
() 1. Overcrowded classes	(123(18 - 1	35 - 2	24 - 3	23 - 4	- - 5
() 2. Inadequate programs for remedial students	(124(10 - 1	32 - 2	30 - 3	28 - 4	1 - 5
() 3. Absenteeism	(125(6 - 1	29 - 2	40 - 3	25 - 4	1 - 5
() 4. Students' lack of interest in their classes	(126(10 - 1	40 - 2	36 - 3	14 - 4	* - 5

IF TEACHER OF GRADES 7-12 (ANSWERED "Junior High School," "High School," OR "Not Sure" IN Q.S1), ASK:

() 5. The number of dropouts	(127(10 - 1	33 - 2	34 - 3	22 - 4	* - 5
() 6. The number of teenage pregnancies	(128(20 - 1	39 - 2	25 - 3	15 - 4	* - 5
() 7. The amount of drinking by students	(129(26 - 1	50 - 2	18 - 3	5 - 4	2 - 5
() 8. The number of students using drugs	(130(13 - 1	50 - 2	30 - 3	5 - 4	1 - 5
() 9. The number of teenage suicides	(131(3 - 1	12 - 2	36 - 3	49 - 4	* - 5
() 10. The number of students carrying handguns, knives and other weapons to school	(132(5 - 1	20 - 2	39 - 3	36 - 4	* - 5
() 11. The number of students who lack basic skills	(133(21 - 1	53 - 2	22 - 3	4 - 4	* - 5

ASK EVERYONE

() 12. Incidence of violence in and around schools	(134(6 - 1	28 - 2	40 - 3	27 - 4	- - 5
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135-180Z

B. SATISFACTION WITH TEACHING

B1. All in all, how satisfied would you say you are with teaching as a career -- very satisfied, somewhat satisfied, somewhat dissatisfied, or very dissatisfied?

Very satisfied (208(54 - 1
 Somewhat satisfied 33 - 2
 Somewhat dissatisfied 10 - 3
 Very dissatisfied 2 - 4
 Not sure * - 5

B2. I would like to read you some statements people have made about their jobs. For each, please tell me if you agree strongly, agree somewhat, disagree somewhat, or disagree strongly in terms of your own job as a teacher in the public schools. (READ EACH STATEMENT)

ROTATE -- START AT "X"	Agree Strongly	Agree Somewhat	Disagree Somewhat	Disagree Strongly	Not Sure
() 1. My job allows me the opportunity to earn a decent salary	(209(<u>17</u> - 1	<u>46</u> - 2	<u>18</u> - 3	<u>19</u> - 4	<u>-</u> - 5
() 2. I am usually recognized for good performance	(210(<u>37</u> - 1	<u>40</u> - 2	<u>15</u> - 3	<u>8</u> - 4	<u>*</u> - 5
() 3. I would advise a young person to pursue a career in teaching	(211(<u>24</u> - 1	<u>43</u> - 2	<u>21</u> - 3	<u>12</u> - 4	<u>*</u> - 5
() 4. I love to teach	(212(<u>78</u> - 1	<u>20</u> - 2	<u>2</u> - 3	<u>1</u> - 4	<u>-</u> - 5
() 5. The training and preparation that teachers receive today does a good job preparing them for the classroom	(213(<u>13</u> - 1	<u>43</u> - 2	<u>29</u> - 3	<u>13</u> - 4	<u>2</u> - 5
() 6. As a teacher, I feel respected in today's society	(214(<u>9</u> - 1	<u>44</u> - 2	<u>31</u> - 3	<u>16</u> - 4	<u>*</u> - 5
() 7. I have to spend too much time on administrative tasks	(215(<u>32</u> - 1	<u>42</u> - 2	<u>21</u> - 3	<u>5</u> - 4	<u>*</u> - 5
() 8. I sometimes feel pressure to promote students even when I know they have not mastered minimum requirements	(216(<u>26</u> - 1	<u>29</u> - 2	<u>20</u> - 3	<u>24</u> - 4	<u>2</u> - 5

B2a. What is the one thing you like most about your job as a teacher?

Seeing children develop/progress/succeed - 29%; Working with children - 25%; Interaction with the students - () 15%; Making a difference in a child's life - 8%; Seeing the food of joy when a child finally "gets it" -- the light bulb factor - 5%; Academic/creative freedom - 3%; I like the hours/schedule/having the summer off - 3%; I love to () teach/teaching (not specified) - 2%; Motivating students to learn - 2%; Working with children in special education classes - 1%; My relationship with other teachers - 1%; I enjoy the curriculum/the subjects I teach - 1%; The () appreciation expressed by (former) students - 1%; The variety in the teaching experience - *; All others - 3%; Don't know/not sure/refused - 1%.

B3. Have you ever seriously considered leaving teaching to go into some other occupation?

Yes, considered (217(41 - 1 (ASK Q B4)

No, not considered 59 - 2 (SKIP TO Q.B7)

Not sure - 3

B4. What were the main things that made you consider leaving teaching? Anything else? (PROBE TO THE NEGATIVE)

Salary - 41%; Lack of administrative support - 25%; Lack of discipline on part of students - 18%; Lack of (-)
parental support/respect - 14%; Lack of societal respect/support - 9%; Stress (not specified) - 7%; Extracurricular
activities - 7%; Student apathy - 6%; Lack of respect from students - 6%; Too much paperwork - 4%; Long (-)
hours - 4%; Burn out - 4%; Overcrowding/class size - 3%; Lack of/cut back in funds and/or supplies - 3%;
Frustration with the system - 2%; Wanted to try something new - 2%; All others - 16%; Don't know/not sure/ (-)
refused - 1%.

B5. What were the main things that made you decide to stay in teaching? Anything else? (PROBE TO THE NEGATIVE)

Enjoy working with kids - 29%; I enjoy teaching/ job satisfaction - 19%; Job security/job benefits - 14%; (-)
Vacation time/having summer off - 11%; I feel I can make a difference - 10%; Seeing children progress/succeed/learn
- 10%; I like the hours/schedule - 6%; Salary increase/better pay - 5%; It is what I'm trained to do - 5%; (-)
Support/friendship from fellow teachers - 4%; Close to retirement/too old to start a new career - 3%; I am good at
my job/a good teacher - 2%; Having time with my own kids who are in school and still teach - 2%; The (-)
appreciation/love/respect of students - 1%; Transferred to another school - 1%; Greater administration support -
1%; Moved to a different grade level - 1%; Could not find another job - 1%; Greater parental support - *; Better
working conditions - *; All others - 17%; Don't know/not sure/refused - 2%.

B6. We'd like you to rate some of the aspects of teaching compared to the most recent job you were considering. From what you know, is/are the (READ EACH ITEM) better in teaching or better in the other occupation?

ROTATE -- START AT "X"	Better In Teaching	Better In Other Occupation	Same, No Difference (Vol.)	Not Sure
() 1. Salary	(218(<u>17</u> - 1	<u>76</u> - 2	<u>5</u> - 3	<u>2</u> - 4
() 2. Intellectual challenge	(219(<u>58</u> - 1	<u>29</u> - 2	<u>11</u> - 3	<u>2</u> - 4
() 3. Personal satisfaction	(220(<u>71</u> - 1	<u>13</u> - 2	<u>10</u> - 3	<u>6</u> - 4
() 4. Equipment you have to work with	(221(<u>17</u> - 1	<u>71</u> - 2	<u>8</u> - 3	<u>4</u> - 4
() 5. Professional prestige	(222(<u>18</u> - 1	<u>72</u> - 2	<u>8</u> - 3	<u>2</u> - 4
() 6. Caliber of the colleagues you work with	(223(<u>58</u> - 1	<u>20</u> - 2	<u>16</u> - 3	<u>6</u> - 4
() 7. Job security	(224(<u>77</u> - 1	<u>13</u> - 2	<u>8</u> - 3	<u>2</u> - 4
() 8. Your control over your own work	(225(<u>48</u> - 1	<u>42</u> - 2	<u>7</u> - 3	<u>3</u> - 4
() 9. Retirement benefits	(226(<u>52</u> - 1	<u>34</u> - 2	<u>7</u> - 3	<u>8</u> - 4
() 10. Health insurance benefits	(227(<u>52</u> - 1	<u>29</u> - 2	<u>14</u> - 3	<u>5</u> - 4
() 11. Vacation benefits	(228(<u>71</u> - 1	<u>23</u> - 2	<u>4</u> - 3	<u>2</u> - 4
() 12. Total number of hours worked each week	(229(<u>25</u> - 1	<u>60</u> - 2	<u>13</u> - 3	<u>2</u> - 4
() 13. Personal safety at the workplace	(230(<u>37</u> - 1	<u>40</u> - 2	<u>18</u> - 3	<u>4</u> - 4

ASK EVERYONE

B7. Within the next 5 years, how likely is it that you will leave the teaching profession to go into some different occupation -- very likely, fairly likely, not too likely, or not at all likely?

Very likely	(231(<u>12</u> - 1
Fairly likely	<u>12</u> - 2 (SKIP TO Q.C1)
Not too likely	<u>24</u> - 3
Not at all likely	<u>51</u> - 4 (ASK Q.B8)
Not sure	<u>1</u> - 5

ASK Q.B8 IF ANSWERED "Not too likely," "Not at all likely" OR "Not sure" IN Q. B7.

B8. Of the following reasons, which one is the most important reason you are likely to stay in teaching? Is it because of the job security and benefits, your love of teaching, or the difficulty in finding another job at a comparable level?

Job security and benefits	(232(<u>23</u> - 1
Love of teaching	<u>72</u> - 2
Difficulty in finding another job	<u>4</u> - 3
Not sure	<u>1</u> - 4

233-280Z

C. IMPROVING THE QUALITY OF EDUCATION

C1. Based on your overall experience at your school, and whether or not your school already has such a policy, please tell me whether you think each suggestion would have a strongly positive effect, a somewhat positive effect, a somewhat negative effect, or a strongly negative effect on education in general. (READ EACH ITEM)

		Strongly Positive Effect	Somewhat Positive Effect	Somewhat Negative Effect	Strongly Negative Effect	No Effect At All (Vol.)	Not Sure
ROTATE -- START AT "X"							
() 1. Establish minimum competency tests for students at predetermined grade levels	(308)	<u>31</u> - 1	<u>46</u> - 2	<u>16</u> - 3	<u>4</u> - 4	<u>1</u> - 5	<u>1</u> - 6
() 2. Emphasize basic skills, such as reading, writing, and math	(309)	<u>70</u> - 1	<u>26</u> - 2	<u>3</u> - 3	<u>1</u> - 4	<u>*</u> - 5	<u>*</u> - 6
() 3. Broaden the curriculum to include such things as computer literacy and foreign languages	(310)	<u>58</u> - 1	<u>36</u> - 2	<u>4</u> - 3	<u>1</u> - 4	<u>1</u> - 5	<u>*</u> - 6
() 4. Tighten graduation requirements to include more academically stringent subjects	(311)	<u>38</u> - 1	<u>42</u> - 2	<u>15</u> - 3	<u>2</u> - 4	<u>1</u> - 5	<u>1</u> - 6
() 5. Emphasize school discipline and safety ..	(312)	<u>75</u> - 1	<u>22</u> - 2	<u>2</u> - 3	<u>1</u> - 4	<u>1</u> - 5	<u>*</u> - 6
() 6. Increase the amount of homework required of students	(313)	<u>14</u> - 1	<u>48</u> - 2	<u>29</u> - 3	<u>7</u> - 4	<u>2</u> - 5	<u>*</u> - 6

C2. Again, based on your overall experience at your school, and whether or not your school already has such a policy, please tell me whether you think each suggestion would have a strongly positive effect, a somewhat positive effect, a somewhat negative effect, or a strongly negative effect on the quality of teaching in America's public schools.

	Strongly Positive Effect	Somewhat Positive Effect	Somewhat Negative Effect	Strongly Negative Effect	No Effect At All (Vol.)	Not Sure
ROTATE -- START AT "X"						
() 1. Require teachers to take competency tests before certification	(314(<u>42</u> - 1	<u>44</u> - 2	<u>8</u> - 3	<u>4</u> - 4	<u>1</u> - 5	<u>*</u> - 6
() 2. Set higher salaries for teachers who teach in science and math or other areas in which there are teacher shortages	(315(<u>23</u> - 1	<u>33</u> - 2	<u>25</u> - 3	<u>18</u> - 4	<u>*</u> - 5	<u>*</u> - 6
() 3. Allow school districts to hire talented people who are not certified teachers	(316(<u>11</u> - 1	<u>28</u> - 2	<u>31</u> - 3	<u>28</u> - 4	<u>*</u> - 5	<u>1</u> - 6
() 4. Require periodic retesting of teachers in their subject matter	(317(<u>16</u> - 1	<u>46</u> - 2	<u>24</u> - 3	<u>14</u> - 4	<u>1</u> - 5	<u>*</u> - 6
() 5. Provide special incentives to encourage outstanding students to go into teaching	(318(<u>49</u> - 1	<u>43</u> - 2	<u>5</u> - 3	<u>1</u> - 4	<u>1</u> - 5	<u>1</u> - 6
() 6. Make it easier for incompetent teachers to be removed	(319(<u>54</u> - 1	<u>35</u> - 2	<u>8</u> - 3	<u>3</u> - 4	<u>*</u> - 5	<u>*</u> - 6

20-80Z

D. BUDGET/REFORM ISSUES

D1. Do you agree or disagree with the following statements?

ROTATE -- START AT "X"

	Agree	Disagree	Not Sure
() 1. I feel that the allocation of funds across school districts in my state is equitable	(408(<u>21</u> - 1	<u>79</u> - 2	<u>•</u> - 3
() 2. The proportion of funds in my district going to serve children with special needs is too high	(409(<u>34</u> - 1	<u>64</u> - 2	<u>2</u> - 3
() 3. The job of establishing teacher standards and certification belongs to the individual states	(410(<u>73</u> - 1	<u>26</u> - 2	<u>1</u> - 3
() 4. Having a national teachers' examination will provide a sense that there are definable standards of excellence in teaching	(411(<u>52</u> - 1	<u>47</u> - 2	<u>•</u> - 3

ASK TEACHERS IN CALIFORNIA ONLY (FROM SAMPLE POINT NUMBER)

D2. You are probably aware of California's Proposition 187, the recent legislation requiring that children must be documented residents before being permitted to attend public schools. In your opinion, what type of effect do you think Proposition 187 will have on your ability to teach -- a positive effect, negative effect, or no effect at all?

Positive effect	(412(<u>19</u> - 1
Negative effect	<u>33</u> - 2
No effect at all	<u>47</u> - 3
Not sure	<u>1</u> - 4

SKIP TO Q.F1**ASK Q. D3 AND Q.D4 OF TEACHERS IN ALL STATES EXCEPT CALIFORNIA (FROM SAMPLE POINT NUMBER)**

D3. California has recently passed legislation requiring that children must be documented residents before being permitted to attend public schools. (IF NECESSARY: This legislation is commonly known as Proposition 187.) How familiar are you with this legislation -- would you say very familiar, somewhat familiar, or not familiar at all?

Very familiar	(413(<u>13</u> - 1
Somewhat familiar	<u>54</u> - 2
Not familiar at all	<u>33</u> - 3
Not sure	<u>•</u> - 4

D4. If similar legislation was passed in your state, what type of effect do you think it would have on your ability to teach -- a positive effect, negative effect, or no effect at all?

Positive effect	(414(<u>14</u> - 1
Negative effect	<u>12</u> - 2
No effect at all	<u>72</u> - 3
Not sure	<u>2</u> - 4

F. **FACTUALS**

F1. These last few questions are for background purposes only. In an average week, how many hours do you spend, in total, on school-related responsibilities -- including all responsibilities in the classroom, any responsibilities outside the classroom, and any work you do at home?

MEAN/ 54 / hours

(415-417)

Not sure . . . (415(-&

Less than 26 hours - 2%; 26-30 hours - 1%; 31-35 hours - 1%; 36-40 hours - 5%; 41-45 hours - 21%; 46-50 hours - 30%; 51-55 hours - 14%; More than 55 hours - 35%.

F2. Of the (READ NUMBER GIVEN IN Q.F1; IF "Not sure," READ "total") hours you spend in an average week on school-related responsibilities, how many hours would you say are on paperwork, administration, and other tasks *not* directly related to teaching students in your classes?

MEAN/ 13 / hours

(418-420)

Not sure . . . (418(-&

Less than 5 hours - 18%; 5-10 hours - 35%; 11-15 hours - 18%; 16-20 hours - 14%; More than 20 hours - 15%.

F3. Almost all people have some *stress* in their lives, but some have a *great deal* of stress. In your job as a teacher, how often do you feel under *great* stress -- almost every day, several days a week, once or twice a week, less often than once a week, or never?

Almost every day (421(16 - 1Several days a week 19 - 2Once or twice a week 38 - 3Less often than once a week 24 - 4Never 3 - 5Not sure - 6

F4. Is the area where your school is located considered inner city, urban, suburban, small town, or rural?

Inner city (422(15 - 1Urban 10 - 2Suburban 27 - 3Small town 27 - 4Rural 21 - 5Not sure - 6

F5. Regardless of the types of schools you've taught in, for about how many years, in total, have you worked as a teacher?

MEAN/ 17 / years

(423-424)

Less than one year (423-424(- 00Not sure (423(- &

Less than 5 years - 9%; 5-9 years - 16%; 10-19 years - 30%; 20 years or more - 45%.

F6. What was the *last* grade or level of school that you yourself completed? (READ LIST IF NECESSARY)

Four-year college graduate (425(17 - 1
Some graduate credits 27 - 2
Master's completed 33 - 3
Credits beyond master's 22 - 4
Ph.D. completed 1 - 5
Not sure/refused - 6

F7. Was your undergraduate college degree in education, or not?

Yes, education (426(78 - 1
Not, not education 21 - 2
Not sure - 3

ASK Q.F8 IF "Some Graduate Credits," "Master's Completed," "Credits Beyond Masters," OR "PhD Completed" IN Q.F6; OTHERS SKIP TO Q.F9

F8. Was your graduate training mainly in education, or not?

Yes, mainly in education (427(87 - 1
No, not mainly in education 12 - 2
Not sure - 3

F9. How old are you?

MEAN
43 /
(428-429)

Not sure/refused . . (428(. - &

18-20 = .; 21-24 = 2%; 25-29 = 8%; 30-34 = 10%; 35-39 = 11%; 40-49 = 41%; 50-64 = 26%; 65 & over = 1%.

F10. Do you have any children?

Yes, have children (430(75 - 1 (ASK Q.F11)
No, do not 25 - 2 (SKIP TO Q.F12)
Not sure - 3

F11. Do/did your children attend public schools, private schools, or parochial schools? (MULTIPLE RECORD)

Public school (431(85 - 1
Private school 9 - 2
Parochial school 7 - 3
None old enough for school (Vol.) 9 - 4
Not sure 1 - 5

ASK EVERYONE

F12. Are you of Hispanic origin or descent, or not?

Yes, of Hispanic origin (432(5 - 1
No, not of Hispanic origin 95 - 2
Not sure - 3

F13. Do you consider yourself white, (ROTATE -- black or African-American), Asian, Native American or some other race?

White	(433(<u>89</u> - 1
Black	<u>3</u> - 2
African-American	<u>3</u> - 3
Asian or Pacific Islander	<u>1</u> - 4
Native American or Alaskan native	<u>1</u> - 5
Some other race	<u>3</u> - 6
Not sure	<u>1</u> - 7

F14. Which of the following income categories best describes your total 1994 household income? Was it (READ LIST)?

\$15,000 or less	(434(<u>1</u> - 1	INTERVIEWER: TOTAL HOUSEHOLD
\$15,001 to \$20,000	<u>1</u> - 2	INCOME BEFORE TAXES FROM ALL
\$20,001 to \$30,000	<u>11</u> - 3	SOURCES -- IF UNSURE OF 1994
\$30,001 to \$40,000	<u>17</u> - 4	INCOME, PROBE FOR ESTIMATE
\$40,001 to \$50,000	<u>19</u> - 5	
\$50,001 to 60,000	<u>16</u> - 6	
\$60,001 or over	<u>34</u> - 7	
Not sure	<u>2</u> - 8	

That completes the interview. Thank you very much for your cooperation!

From observation: Respondent gender

Male	(435(<u>30</u> - 1
Female	<u>70</u> - 2

TIME ENDED: _____ AM/PM

436-480Z

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